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CTA  
*Journal*

Mighty Muscle

California Teachers Association

# Rice and beans and the Ed.D.

*The story of the 5-year research in nutrition education undertaken by Columbia University's Teachers College and New York City's school system, assisted by General Mills.*



**T**he young teacher walked away from the door where she had been greeting her pupils' parents. Taking her place beside her desk, she smiled a welcome, opened her mouth to speak, then closed it as a worried look spread over her face.

As though on signal, a woman from a front desk stepped up beside her and nodded reassuringly. With a smile, the teacher began a talk on her children's food habits, halting briefly between sentences while the other woman, her interpreter, translated into Spanish for the benefit of most of the parents.

## RESEARCH IN TEACHING NUTRITION EDUCATION

Language was only one of the problems met and overcome in this New York City school, which served as a laboratory for the development

of training courses in nutrition education for graduate students.

The project began in 1947. Teachers College provided the staff, headed by Professor of Nutrition Dr. Clara Mae Taylor, and the graduate students. The New York school system co-operated. A local nutrition committee recommended the laboratory school. Various community groups participated. And financial assistance and a number of teaching aids were supplied by General Mills.

## A SCHOOL FULL OF REAL NUTRITION PROBLEMS

The school's children were drawn from New York's crowded Upper West Side, an area of mixed incomes and many nationalities. They represented 43 different national backgrounds—65% Spanish-speaking.

All too evident in the children's appearance and attitudes were the signs of malnutrition. Inherited eating habits, and cold economics, made beans and rice the average staple diet.

There was no doubt about the need for better eating habits—or the corresponding opportunities for learning to teach them.

## THREE LINES OF RESEARCH, DEVELOPED CONCURRENTLY

One objective of the project was obvious: to learn how much could be accomplished by regular grade teachers in teaching good eating habits. Teaching methods had to be developed for integration of nutrition in regular classroom subjects. Special nutrition projects were also planned. The most effective methods of using nutrition education materials were studied.

Teaching experiences that teachers and children would enjoy were essential. First graders, for example, grew grass for baby chicks and thus learned the importance of green foods for boys and girls.

Sixth graders tested different diets on guinea pigs, reported the advantages of an all-around good diet to their classmates. Activities were graded from kindergarten through



the sixth grade, and provided continuous learning experiences.

School lunches, both bought and brought, were a natural field of study. One result was a revision of the school's lunch room policies and facilities. Parent understanding and co-operation were vital, so regular parent classes in nutrition were organized, and well attended.



#### TEACHING TEACHERS TO TEACH NUTRITION

The second objective was a workable teacher-education program. How much background in nutrition must the teacher have? What materials should she know, what projects should she be prepared to organize?

An unused room at the school was developed into a nutrition center for teacher training. Here the Teachers College staff and students conferred with the classroom teachers, developed training procedures. The graduate students undertook the project of equipping and decorating the center, and of supplying it with exhibits to stimulate the pupils' interest in nutrition.

The school principal, doctor and nurse all were enlisted in this program, and teachers from nearby schools invited to participate.

#### DEVELOPING LEADERS IN NUTRITION EDUCATION

The third objective of the project was the development of course material for Teachers College graduate students—training that would earn credits toward graduate degrees, and

fit them for leadership in other nutrition-education programs throughout the nation.



Each year, six to eight students were enrolled in the project, and given the opportunity to help develop their own courses. They observed in the classrooms, participated in the teacher training. They helped set up a nutrition-education laboratory at Teachers College, helped equip it with source materials, and with teaching aids provided by General Mills and others. They helped staff the laboratory to assist the teachers from many countries who have visited it.

#### RESULTFUL RESEARCH—AFTER 5 YEARS

Satisfying results have been attained in all three of the project areas.

An important new field of graduate study in education and public health has been charted, and three new courses established at Teachers College. Graduates of the project—including America's first Ed.D. in Nutrition Education—have gone out

as leaders in health and education departments in several states.

Teachers trained in the laboratory school are equipped to carry on nutrition education on their own, and classroom programs have developed in 10 other New York schools.

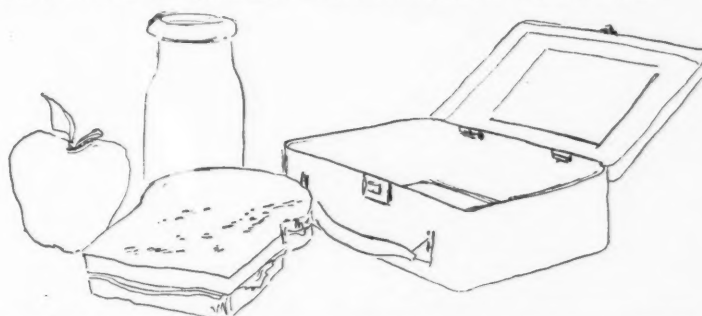
In the city's Upper West Side, a new pattern of eating habits has been started. Healthier appearance and a new alertness are noticeable in the laboratory school's pupils. The foods they eat in the lunch room—and what they bring in their lunch boxes—show that pupil and parent nutrition education is having an effect on family attitudes toward food.

#### NUTRITION-EDUCATION AIDS OFFERED

More and more nutrition-education programs and projects are getting under way throughout the nation, as the need and the possible results become widely known.

Are you giving special emphasis to nutrition education in your school, or your class? Reports on the experiences of others in this field, and the General Mills teaching materials used at Teachers College and elsewhere, are available without charge. Just mail the coupon below, filling in the pertinent information.

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# CTA Journal

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**MIGHTY MUSCLE** is the title we've given the cover this month, probably reflecting a bit of the same pride the little girl feels as she tests the brawny arm of her hero. We'd like to suggest a timely symbolism. Instead of a beribboned babe crawling into the New Year, we offer a muscular youngster, testing his strength for whatever may come and confident that the year ahead will give him no trouble. Or, if you'd like to give your fancy another twist, how about this: the California Teachers Association with becoming modesty shows its strength as it sets out to meet the problems of 1953, glowing a bit from the starry-eyed praise it gets from its public. Or would it be better to discard the Meaning and just chuckle with satisfaction over a picture of a couple of healthy young Californians? We have two million like these in our care — and their future is safe if we, as their educational guardians, properly accept our responsibilities in their behalf.

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Arthur F. Corey  
CTA Executive Secretary

# Teacher Welfare Legislation Is Important

**I**F young people in sufficient numbers are to be attracted to the teaching profession in the next five years, certain weaknesses in our present teacher welfare program must be corrected. Several of these weaknesses are covered in legislation which will be submitted by the CTA, and which must be understood and generally supported by the profession if it is to be accepted by the Legislature.

## 1. SICK LEAVE

The present law providing for 10 days sick leave each year at full pay is not consistently applied in the various counties of the state. A bill will be introduced to provide that the 10 days sick leave allowed for a given school year may be taken any time during the year. In some counties the leave is now accumulated at one day each month, and if illness occurs early in the year, only the accumulated days of leave are now permitted.

## 2. SABBATICAL LEAVE

Under the present law which allows teachers on sabbatical leave only the differential salary, the purposes of the law are being defeated because almost no one requests leave on these terms. The CTA will introduce legislation to provide that when sabbatical leave is granted by a school district, the salary paid shall be at least one-half that paid regularly to the employee. The present provisions to protect the law from abuse are to be continued.

## 3. TEACHERS' SALARIES

a. The present \$3,000 minimum salary law is no longer realistic. A bill will be introduced to increase the salary for fully certificated teachers to \$3,400.

b. In many districts the present provision guaranteeing that 85 per cent of state aid shall be used for salaries of certificated employees has no practical meaning. Legislation will be proposed which will require school districts to use

a definite percentage of the highest foundation program established by the state for salaries of certificated employees. The percentages to be stipulated are: 70 per cent for elementary districts; 65 per cent for high schools; and 60 per cent for junior colleges. If the present 85 per cent guarantee is higher in any district than the new proposal, it will be continued. This possibility could occur only in the poorest districts.

## 4. TEACHER RETIREMENT

a. The CTA will propose the establishment by legislative act of a joint interim committee of the Legislature, to study the entire State Teachers Retirement System with subsequent report and recommendation to the entire Legislature.

b. Under present retirement provisions, teachers who are forced to retire because of disability have faced an extremely difficult situation. This must be corrected without delay. Legislation will be proposed to increase the annuity portion of the disability retirement allowance to 90 per cent of the amount provided by the formula for service rendered and salary earned up to the time of retirement.

c. Inflation has brought hardship to many retired teachers. To meet this problem the CTA will propose an emergency program providing that all retired teachers with 30 or more years of service, who were 60 years of age or more at retirement, shall receive an allowance of at least \$170 per month.

These proposals should be discussed at section meetings, workshops, and by local associations. This program is reasonable and can be enacted. If successful, it will do much to impress young people who are prospective teachers that California wants good teachers and wishes to treat them fairly.

A.F.C.

# Finance and Teacher Education Are

But CTA's Governing Body Studies Wide Range of Problems and Proposes Vigorous Program of Action at Semi-Annual Meeting

**S**CHOOL apportionment recommendations which will be supported by CTA at the 1953 Legislature will request that additional state support provided by Proposition 2 be distributed in equal proportion to all levels of public education in the pattern established since 1947.

## Bounded by \$180 Guarantee

This action of the Financing Public Education committee, as approved by the Legislative committee, was endorsed by the State Council of Education semi-annual meeting December 6 at the Hotel Biltmore in Los Angeles. At the same time it was agreed that all additional school costs, such as the program for physically and mentally handicapped children, transportation, and additional equalization, should be absorbed within the new constitutional guarantee of \$180 per a.d.a.

*Committee reports were presented by chairmen at general sessions of the Council. Shown above is Dr. Will C. Crawford, superintendent of San Diego city schools, who led extensive discussions of Financing Public Education. President Rex H. Turner sits beside the speaker.*



## Longer School Year

In spite of protests from districts with severe climatic, agricultural, and transportation problems, the Council went on record as supporting a legislative proposal that the school year be extended from the present 170 days to 175 days. Proponents urged the extension of the minimum school year on the grounds that it would realize an implied campaign promise to provide more educational service.

To meet the needs of small districts, the Council recommended that minimum district basic aid be increased from \$2400 to \$3200, retaining the formula of necessity.

## Higher Minimum Salaries

A minimum teacher salary law of \$3400, tentatively approved in April, was reaffirmed at the December meeting. However, the recommendation of the Salary Schedules and Trends committee, which traveled the route through Financing Public Education and Legislative committees, placed major emphasis on the proposal that "not less than 70 per cent of the highest foundation program in elementary schools, 65 per cent in high schools, and 60 per cent in junior colleges be devoted to salaries of certificated employees."

Chairman Guy Jaggard, Bakersfield, retiring this year after serving ten years on the salary committee, said "We have satisfied ourselves that this will be the best program ever enacted in California for raising the floor of salaries in the lower ranges."

## Packed Program

Other fiscal problems tackled in the two-day Council meeting which will find expression in the spring legislative program included possible expansion of the county service fund, maintenance of adult education program, elimination of years maintained formula, adjustments in component districts, study of revenues in lieu of taxes and study of state apportionments on a 12-month basis.

The Legislative committee's recommendations as approved by the Council also included consideration of sick leave, civic center act tax rates, county library service, auditing of districts, credential processing, rulings regarding 30-minute lunch period, mandatory courses, and transfer of funds to avoid a repetition of the Cantua affair.

# onAre Major Issues

## One NEA Candidate

With names of two qualified and experienced leaders submitted to it, the state NEA Relations Commission concluded that California should submit only one candidate for elective office in the National Education Association.

A secret ballot of Council representatives gave the nod to Dr. Rex H. Turner, incumbent CTA president, whose announcement of candidacy for NEA presidency this year appears elsewhere in this edition of the Journal. The alternative, as determined by the Commission, would have been Miss Mary Virginia Morris, Southern Section president and former NEA Classroom Teacher Department president, as a candidate for member of the NEA executive board.

## Teacher Education Commission

Charles E. Hamilton, director of elementary teacher training at College of the Pacific, was introduced as the new secretary of the proposed State Commission on Teacher Education and Professional Standards. To become a CTA staff man in February, Mr. Hamilton will become advisor of the committee chaired by Myrtle Gustafson and advisor to the renamed Student California Teachers Association.

The International Relations committee reported on the success of gift coupon booklet distribution for relief of UNESCO's Middle East School for Arab Refugee Children. Chairman Helen von Garden, St. Helena, also announced that preparation of the committee's handbook on international understanding is nearly completed and will soon be published by CTA.

Herbert Bergstrom of Martinez, chairman of the Retirement committee, recommended preparation of legislation providing for the appointment of a legislative interim committee to examine the entire State Teachers Retirement program. He emphasized the position of his committee in endorsing the principle that teachers should contribute to the cost of retirement. Legislation will also be sought providing a minimum of \$170 for those who retire at age 60 or more with 30 years of service.

## Academic Freedom

Pointing out that NEA and CTA are on record as opposing any employment of Communists or disloyal persons, the CTA Tenure committee reported to the Council the recent refusal of the Connecticut state board of education to recommend the use of the loyalty oath. The committee's discussion of academic freedom concluded with the warning that "teachers should be free to teach and pupils free to learn and that minority pressure groups and timorousness will rule as long as those who are concerned about free expres-



*Some of the most important work of the semi-annual Council meeting was conducted in committee sessions. Shown here are some of the members of the Tenure committee with Mrs. Geneva Davis, Los Angeles, committee chairman, at the head of the table.*

sion are silent." Mrs. Geneva Davis, Los Angeles, chairman of the Tenure committee, assured the Council that her group would undertake a study of "complaints of anonymous and distorted evidence. The rules of fair play should be formulated."

Thomas Stanton, legal counsel of CTA, reported the status of preparation for the CTA case against Jimmie Tarantino and Station KYA in defense of Teacher Fern Bruner. Whether teachers may be maliciously or irresponsibly charged with subversion by broadcasters will be determined in court as the widely publicized Bruner case goes to trial December 29, he said.

## Many Problems Ahead

Executive Secretary Arthur F. Corey's report hailed the coordination between CTA and the State Department of Education in the field of teacher education with the creation of the new commission and the appointment of Charles Hamilton. He predicted eventual improvement of professional standards and closer cooperation with accreditation groups.

One of the signs of the time, along with inflation, higher taxes, and predictable growth, is the "age of personal investigation," the speaker said. Leaders in education, he said, must expect attack. However, he concluded, a time of problems produces our best opportunity to render distinguished service.

## Mrs. Bevil Speaks

Opening Friday morning with addresses from Dr. Roy Simpson, State Superintendent of Public Instruction, and Mrs. P. D. Bevil, president of the California Congress of Parents and Teachers, the session was skillfully guided by President Rex Turner. The president's report outlined the growth of CTA staff activity and pointed out significant achievements of the summer and fall months. Reports of a dozen committees and commissions and final action by the Council were concluded Saturday afternoon with a minute of respectful silence in memory of the late Roy W. Cloud.

—J. Wilson McKenney



# Rex Turner Endorsed for NEA Presidency

**F**IRST California NEA President since 1923!

This is the distinction which California delegates to the 1953 NEA Delegate Assembly at Miami Beach, Florida, will be seeking for Dr. Rex Turner, CTA president since 1950.

Nominated by the Oakland Teachers Association with supporting resolutions presented by all six section councils, Dr. Turner's candidacy was given overwhelming support by the State Council at its meeting December 6.

Leadership is a role which Dr. Turner has readily assumed but never sought in every activity with which he has been associated. Supporters pointed out that in personality, speaking ability, and professional vision, Dr. Turner possesses the qualities which will make him an ideal ambassador for California while contributing his talents to the National Education Association.

## Started in San Diego

After receiving his A.B. degree from Washington State College in 1924, Dr. Turner spent two successful years in the insurance business, then served one and one-half years in the San Diego City schools as speech teacher and debate coach, and as principal of a night school.

In 1930 he entered the Oakland school system where he has served as teacher, vice-principal, principal, curriculum director, and assistant superintendent. During these years he also has taught summer and extension courses for the University of California. One of these extension courses—parliamentary procedures—gives a clue to the expeditious conduct of State Council business which has marked Dr. Turner's presidency.

During Rex Turner's second year in the teaching profession he was elected to the board of directors of the San Diego Teachers Association. In his

first year at Oakland, he was elected a delegate to the Bay Section Council of CTA. His interest and leadership in professional organizations has never lagged since that early start.

He has been a member of the Bay Section Council continuously since 1942. He has served on the state CTA Board of Directors since 1947.

## Leadership Demonstrated

His leadership and effectiveness in legislative activities has been demonstrated through service as chairman of the Bay Section Legislative committee, 1941-49; chairman of the state CTA committee on legislation in 1949; member of the NEA legislative committee for four years, and western representative on the NEA Legislation Commis-

sion since 1950; member of the working committee of five who drafted the present California teachers retirement system in 1944; and general chairman of the statewide committee for Proposition 2 in 1952.

Besides his work in the Oakland Teachers Association, CTA and NEA,

## Our Candidate For Leadership

*Rex H. Turner*



Dr. Turner has been a member of the state committee on teacher credentials, president of the Schoolmasters Club of California, president for three years of District 4 — High School Principals' Association, general chairman of State High School Principals Association in 1941, member of the State Department of Education's Committee on Accreditation of Teacher Training Institutions, member of the Committee on Ethical Values of the California Committee for Study of Education, and a member of the state steering committee of High School Administrators and National Youth Administration.

#### Civic Responsibilities

Dr. Turner's civic activities and honors are as numerous as his achievements in the teaching profession. Perhaps the greatest distinction accorded him outside educational circles was his election as District Governor of Kiwanis (California - Nevada - Hawaii) in 1950. This culminated a long list of local, state, regional offices and committee assignments in Kiwanis.

He was on the board of directors for the East Oakland YMCA for 14 years and president for five. He has been on the board of directors of the Oakland Salvation Army for five years and is now vice-president. He also served on the board of directors for the Oakland Council of Social Agencies for four years.

In addition he has served on five different Mayor's Committees in the City of Oakland, World Citizenship

Board of Directors for Northern California, General Chairman of Alameda County United Crusade (Schools Division), and is active in Yerba Buena Lodge 403 of F. & A. M.

#### Has the Common Touch

Those who have marveled at Rex Turner's sense of humor and "common touch" friendliness while remaining efficient in his job and in such a myriad of activities would find a clue to this characteristic in his pre-teaching years.

Since he was 12 years old, Dr. Turner has earned his own way through jobs in laboring, farm help, sales work and other varied activities. While in college (1921-24) he earned enough during summers to support himself during the school year by selling kitchen-ware. His outstanding success record while selling life insurance made it clear that his shift to public school employment was due solely to his love of children and teaching.

Born in Kansas in 1900, he married Joaquina F. Castaner in 1929 and is the father of two daughters. His charming home in the Oakland hills is a haven of informal hospitality.

The Big Game means little to Dr. Turner since his allegiance is divided between Stanford University, where he received his M.A. degree in 1928, and University of California, which granted his Ed.D. degree in 1936.

California teachers will start their campaign to win nationwide support for Dr. Turner's candidacy immediately, with the big push coming during the NEA convention June 28 to July 3.

ship in games and carry it over into other areas of living? An entire article could be written on ways in which moral and spiritual values are potentially inherent in every subject field.

In this brief article, however, we shall discuss ways of developing moral and spiritual values that might be applicable in any class.

While a superimposed code of ethics may be effective as a means of restraint, the development of a code and its acceptance by members of the peer group can be a powerful factor in modifying attitudes and behavior.

In one class six different groups of seventh graders were working on a problem connected with a thrift program to be given during the week. After twenty-five minutes of group work, the class came together again; they and the teacher talked over the work that had been done.

"Was there anything in the different groups that interfered with good work?" was the teacher's opening question.

Hands went up at once. A boy and a girl were asked to take turns writing the comments on the board so that discussion would not be slowed up while waiting for comments to be recorded.

"A person shouldn't leave one group and go to another."

"Sometimes a person doesn't pay attention."

"Sometimes the leader thinks he knows it all."

"Some people just sit and don't join a group."

"If a person interrupts all the time, you can't get anything done."

"Some kids act silly and won't listen."

The next step was to ask what could be done to improve group work. There was no doubt in the minds of the boys and girls. Suggestions came thick and fast.

"Listen to what other people say. Don't interrupt."

"If you join a group, stay with it. Don't wander off to another group."

"Keep on the subject. Don't talk about other things."

"The leader should not try to boss. He should let other people help decide what to do."

"Don't fool around."

These young people were accepting responsibility for improving their own behavior. They were establishing their own code of behavior. The next day, when groups met again, there was definite improvement in their practice of democratic group procedure.

A series of pictures by Coronet Films offer excellent suggestions for discussion of the practical application of moral principles in everyday school activities. Some of the titles are "Let's Play Fair," "Good Sportsmanship," "Act Your Age" (Emotional Maturity).

# Moral and Spiritual VALUES IN OUR SCHOOLS

By ERMA PIXLEY

*This is the second and concluding part of an article written for the Journal by Mrs. Pixley, who is supervisor of Moral and Spiritual Education in Los Angeles city schools. As a member of a CASA committee, she helped write a State Department of Education bulletin (Vol. 21, No. 13, September 1952) which expands the discussion published here.*

IN a large metropolitan high school seventy-five seniors were asked to indicate what parts of their high school career had particularly influenced their character. Many of them indicated physical education and sports. There boys and girls learn the meaning of fair play and sportsmanship. It is easy to see that this might not be the case if the idea of winning were put above that of fair play. How can we capitalize on that spirit of good sportsman-



## Immaturity

Miss M. tells an interesting story about the reaction of a girl to the picture "Act Your Age." The picture had been shown in an assembly to junior high pupils, then discussed later in classes. The pupils in Miss M.'s music class had been very much interested in the discussion. The next week Geraldine, one of the girls in the class, made a rather serious error in a musical number the class was presenting at a program. Returning to the classroom, Geraldine sat down on a small rug, pounded the floor with her fist, and said, "I know I'm being immature, but I just have to do this!" I think many of us can sympathize with Geraldine and rejoice that even at an early age she recognized immaturity in her own behavior.

Pictures and stories can often be used to point up the rewards of the good life. This kind of motivation is important. Elementary teachers have no doubt used the story of "The Fisherman and His Wife." The Fisherman pulled an amazing flounder out of the sea, who said he was an enchanted prince. If the fisherman would let him go, the flounder promised that it would be to the fisherman's advantage. The latter's wife, however, took a dim view of such a promise. She wanted a cottage, first; then a castle; then to be queen; then emperor. The dire results of such greed led one little boy to say with feeling, "I'll never be selfish again!"

## Honesty as a Virtue

The question of honesty and integrity is uppermost in the minds of many people today. Some teachers are feeling an increased responsibility for coming to an agreement with pupils as to procedures in the classrooms that protect the many honest pupils against the few who cheat. In some schools efforts are being made to discover why pupils cheat, e.g., pressure for grades; undue importance given to grades on a single test; tests not adequately related to the learning process.

One school worked out a school-wide study of the problem of cheating. All homerooms were asked to participate in the study. The homeroom communication opened with this paragraph:

"The Board of Control of W'52 has dedicated this term's work to promoting higher ideals and finer character traits among the students of our junior high school. This can be accomplished only when teachers and students work together as a team, with faith in each

other, to discuss problems. Through the Board's experiences we have found that when a group can discuss a problem with open minds, they can discover for themselves that their combined ideas bring about a successful result.

"Thinking this way, we have prepared an outline for discussion which we believe will bring us closer to our goal."

Then an outline was presented, built around five main points: (1) Definition of cheating (2) Importance of subject (3) Causes (4) Data (examples of cheating situations and how they were handled) (5) What can be done (by students? parents? teachers?).

Many teachers and principals are seeking ways to teach the lessons of integrity and at the same time protect the personality of the child:

One wise and understanding principal uses this method of handling problems of theft among children of an elementary school. Situation: Money is missing from a teacher's purse.

Procedure: The principal goes from room to room. She sits down. In a quiet voice she explains about the money being taken. She says in a friendly manner that it is not unusual for a child or even a grown-up to succumb to temptation. She emphasizes the fact that the one who has yielded is often sorry for the deed but is ashamed and worried. She knows that the unhappy child would like to return the money but does not know how to do so and still save face.

She then announces that she will be alone in her office at recess time or noon. She gives her word that the matter will be a secret just between herself and the individual if he wishes to come and unburden himself. The children know that this principal never betrays their confidence. It is astonishing how often a child will respond to the invitation and is relieved of his sense of guilt.

## What Should We Do?

Sometimes situations which present conflicting courses of action can be discussed to see how they might be best resolved. A teacher once raised the question in a workshop: "Shouldn't we always tell the truth?" Then this situation was presented: "A woman has cancer and is not expected to live. Shall the doctor tell her the truth, as he sees it?" Pupils need to discuss under wise leadership situations in their own experience in which it is difficult to decide between different courses of action.

Participation in the solution of common problems is recognized as a major method of modifying attitudes and behavior. We all recognize the wisdom of the teacher in the following incident:

"I recall the child who walked on chairs. His teacher showed him the scratches on the chairs and he became a self-appointed monitor to see that all other children kept their feet off the chairs."

In one school the Student Council and Board of Commissioners came to a faculty meeting and asked if something could be done to decrease tardiness. These student organizations offered to help in any way they could. As a result teachers and students together evolved a plan for handling tardiness based largely on the school Code. The plan showed clearly what administrators could do; what teachers could do; what students could do. Every teacher participated in the planning; every pupil had the opportunity to discuss the plan and to offer suggestions.

Wide participation in working out the solution of the problem brought good results. Administrators, teachers, and pupils worked together to make the plan effective.

Young people who are about to be drafted into the Armed Services need special help in thinking through some of the conflicts which they will face. One school system related this problem to the responsibility of members of the Armed Services to represent our nation well in other lands. The general problem is stated in this way: How can we create among youth about to be drafted a sense of national obligation for and pride in representing our nation well? How can we help them to see that moral and spiritual values are important in global strategy, along with military strength?

## Soldier's Philosophy

Some classes discuss ways in which the American soldier or member of the Armed Services might give an unfavorable impression in foreign lands, e.g.,

1. Defacing public property
2. Disregard for traditions and customs
3. Gambling or stealing
4. Lowering the status of womanhood
5. Others

Out of such a discussion can come a sense of personal responsibility not only to oneself and to one's family, but to our nation, for moral integrity.

Hundreds of thousands of teachers, administrators, parents, pupils, and community leaders over the country are concerned about moral and spiritual values in public education. The Educational Policies Commission of the National Education Association recently issued a stimulating brochure on *Moral and Spiritual Values in Public Education*. It is recommended reading.



**A Teacher Denies Handicap as  
He Produces Winning Football Teams**

# Amputee Becomes Honored Coach

**By Elizabeth Colson McGregor**

THE word can't must early have been deleted and three will's inserted in the vocabulary of Michael Joseph Marienthal, amputee football coach, named Coach of the Year by the Helms Athletic Foundation. The indomitable Los Angeles teacher inspired Metro-Goldwyn-Mayer's oncoming picture, "Big Mike," written by Bob Thomas, Hollywood Associated Press editor and columnist.

Ignoring his handicap, Mike built a negro football team at Jefferson High School in Los Angeles from almost zero in morale and accomplishment to all-city Milk Bowl champions, with four of his men making the all-city squad. In last season's final burst of football glory, the Shriners' North-South game for the benefit of the crippled children's fund, he joined with Harold Hopkins of Pomona to coach the Southerners to an all-state win. He won these honors in fair competition with every able-bodied teacher of athletics in the field.

The facts that put the thrill into the award make a dramatic story.

## Family Encouragement

"Mike" Marienthal was fortunate in his choice of a dad. Marienthal pater, himself a football player, always encouraged the boy in sports. An alert and resourceful mother provided enthusiastic support. During high school, Mike's strong muscles served a department store on Saturdays. There was enough pep left in his huge barrel chest and massive arms and legs to play such good football at Los Angeles High School on other days for Coach Bert LaBrucherie (famed for his hard driving) that he was singled out by the Foundation for the all-Southern California squad two years in succession. "Indeed it was an especial satisfaction," says Director Bill Schroeder, "to see the boy we had picked thirteen years earlier as showing such promise, win this high honor."

## Joins Bruin Squad

Mike's prominence brought offers of scholarships from many leading universities. There was much rejoicing at U.C.L.A. when he announced he had decided to enroll there. He held up his end of the load at Beta Theta Pi by working as a prop man in the movies or doing football bits, maintaining the tennis courts all summer, mowing lawns.

On the football field he continued to fulfill the promise he had shown in high school. He was bigger and beefier, but his 200 pounds could pull out of the guard position,



whip around end, and collapse the backfield with savage blocks. He was never happier than in those days. At nineteen he was one of the stars when U.C.L.A. played Georgia in the Rose Bowl. Coach Jeff Cravath of rival Southern California named Mike U.C.L.A.'s best prospect for 1943. He made all-Pacific Coast that year and sparkled in the Shriners' East-West game at San Francisco on January 1, 1944. The road to professional football, his heart's dream, lay wide open before him.

### His Last Game

That was the last competitive football he played. World War II was raging. Uncle Sam tapped him on the shoulder and said come. That was all right with Mike. As a naval reservist he had expected to be called. He held a secret conviction that he would come through safely. He chose the Marines. Even in uniform, he still lived for football. On his leaves he would plunge into the job of helping Bert LaBrucherie get his team into shape. He played the East-West game after he entered the service.

Then came Okinawa. With the First Marines he made the amphibious assault. The first ridge was taken. He was assigned to hold the crest of a hill. Of the forty-five men in his command, twenty-nine were killed outright during three banzai charges. The Japs fairly blew the top off the hill. Into his fox hole came a mortar shell in a direct hit, cutting off his left leg completely and slashing the flesh from the front of his right one. Tearing off his belt, he made a tourniquet for his amputated leg and then for the other one. During the two hours before his buddy could bring stretcher bearers, he did not lose consciousness.

### Heroic Recovery

Fifteen transfusions in the first week

*MRS. MCGREGOR, a retired Los Angeles teacher who wrote our feature Photo Teacher in the October edition, again produces an inspiring story of teacher achievement. This brief biographical sketch of Mike Marienthal required a great deal of research and interview and our contributor—a former journalism teacher—did the job in professional style. She adds that the MGM picture, "Big Mike," which will put the Jefferson coach on the screen, has been postponed, but shooting will be resumed in the spring. Bob Thomas, Hollywood columnist and former classmate of Mike's, wrote the script for the movie.*

pumped life back into Mike's big frame while surgeons made a clean cut of his left leg an inch above the knee. Three times he leaned on his legal right to refuse amputation of his right one, stripped though it was of muscles, and with a dropped foot that called for a corrective brace. "I am strong and I can make it," he insisted to doubting doctors. Naively unused to life without a leg, he was still thinking of himself as a good football player.

The lowest spot in his whole experience, he says, came after the painful days in the Saipan hospital, after the month and a half of getting home, after the trip down the aisle on crutches with the clear-eyed devoted girl, Evelyn Roberts, who had been his choice from high school days, after the long months at the Mare Island amputee center, slugging away on a University Extension course in physiology and anatomy while learning to use his artificial limb.

### The Hardest Blow

The really tough time came when the conviction fully grasped him that although he could kick and run and throw and catch, he could never play competitive football. His world rocked. Others saw it before he did. Wrote Ned Cronin in the Daily News: "He made a valiant effort to become the first footballer to play with an artificial limb. He had the heart and the courage for it, but two good legs are hardly enough for most linemen."

His good friend, Bert LaBrucherie, then head coach at U.C.L.A., saw him through. Having already made him line coach and chief scout, he encouraged Mike to major in physical education and try for his teaching credential. "I knew he could do it," says LaBrucherie. "He had greater drive than the others and he soon turned all its force toward the new objective, graduating with highest honors in the College of Applied Arts.

"But who will hire you, being handicapped?" people asked.

"If I can do everything required of a coach or gym teacher, how can they call me handicapped?" he parried.

### Becomes A Teacher

Mike's fighting heart made the prediction come true. "At no point in his final testing did we spare him," states Larry Houston, director of health, physical education, and youth services in the Los Angeles schools. "Basketball,



Before Okinawa Mike Marienthal played for the Bruins in the Rose Bowl.

tennis, volley ball, gymnastics, dancing — everything required — he went through successfully, placing third on the list because of his superior written discussion. His master's thesis on 'The Recreational Needs and Resources of Leg Amputees' is a trustworthy, informative analysis of the subject."

Recognizing a valuable man, Dr. Morley Sellery obtained a waiver of the Los Angeles city schools rule against employing a physical education teacher who was handicapped and Mike went to work at Jefferson High School, where nearly all of the students are Negroes.

When he arrived at the school, morale was at a low ebb. In his first year at Jefferson High School, Mike felt his way and observed. He was assistant football coach. The team had its usual disastrous season. Jefferson never had winning teams. The games were poorly attended. The next year he inherited the head coach's position. On the first day of practice, the players sauntered onto the field with little enthusiasm. But their attitude soon changed. Mike lined them up and bawled at them: "Anybody who doesn't want to work hard for this team can quit right now and save a lot of sweat. We're going to have a winning ball club—IF everyone of you will work for it. Our opponents may have better material, but we can beat them if we're in better condition. So let's start now with a few calisthenics."

He led them through a half-hour drill that was tougher than anything

they had encountered. He kept them working until darkness ended the practice. Three of the players quit the team that night, but the others stayed on.

### Inspires His Players

"Mike, talking to his team between halves, is something to remember!" avers his fraternity friend, Bob Thomas. "For fifteen minutes straight, in a powerful, non-stop voice, not insulting but like Jove hurling thunderbolts, he points out each player's weakness, each place for improvement. The boys respect him. 'Marienthal is hard, tough, and mean,' they say of him, 'but fair and square.'"

Marienthal's formula is simple: build the team up to its physical maximum; then let strategy and the will to win do the rest. "Of the three," he maintains, "the will to win, to excell, to receive recognition, comes first in importance. It is a deep instinctive urge that should be satisfied. Every boy in school should be on a physical contact team. He makes a better citizen for having learned to take punishment for something he holds so dear. Having learned to win, he is better prepared to lose. The Marines are full of football players."

### Parental Appreciation

The boys' parents appreciate him when they see courage and confidence and pride in the team taking the place of discouragement and feelings of inferiority in their children. Mike Marienthal cherishes this growth as much as any scientist developing a new plant. "Why don't you throw those trouble-makers out?" someone protests. "They're really making the going hard!"

"I've never dropped a boy from a squad!" is his vigorous credo. "Dropping a boy who already feels inferior may ruin him for life. That's no way to build him up!"

"Michael Marienthal has made a very important contribution at this school," says his principal at Jefferson, Arthur N. Farnham. "He has pretty well destroyed one stereotype—that the Negro can't master team play—that he can sing, and run, do well in track because he is making a showing as an individual, but that he cannot hold up on a team. As one of the finest technicians I have ever known, Marienthal has shown that these boys will suffer personal indignities—stay in when it is hard to stay in—for the sake of the team. They win when they are outweighed twenty-five to twenty-eight pounds to the man. With his single-

ONE morning recently about fifty primary teachers met in Visalia, a group arranged as a part of the Tulare County Institute. The teachers were invited to suggest questions which would be most valuable to them as a basis for discussion. The major questions follow:

1. What methods can a teacher use to gain understanding of the nature and needs of an individual child?
2. How can the teacher meet the wide variety of needs represented by such variations as the Spanish-speaking child, the migrant child, the physi-

? ? ? ? ?

## QUESTIONS PRIMARY TEACHERS ASK

By Helen Heffernan

- ally handicapped, and the mentally less well endowed?
3. How can the classroom teacher meet the needs of forty children in a primary class?
4. Should schools establish and maintain rigid grade standards in the primary grades?
5. How can parents and teachers work together more effectively in understanding the characteristics and needs of children and the purposes and methods of the school in meeting children's needs?

Any professional worker in the field of education will agree that the questions raised by the Tulare County group come close to the heart of the educational program. A similar problem census in any area of California would probably reveal similar issues. Such questions could give direction to con-

mindfulness of purpose, his ability to inspire his pupils, his buoyant, forceful personality, his readiness to help others, his sense of humor, he will always remain a living example of the proverb that 'Where there's a will, there's a way,' even though that way means overcoming the handicaps of an amputee."

"He can be a success in anything he elects to do," Bill Schroeder sums it up.

tinuing professional study in any school system in California.

What did the Tulare County teachers believe were practical solutions to these problems? Only the briefest indication of the thinking of the group can be undertaken here.

### Understanding Children

The Tulare County teachers thought that the best way to understand chil-

dren was through careful, systematic observation of child behavior. Teachers should differentiate between **behavior** and the **causes of behavior**. The causes of behavior are multiple, complex, and interrelated. If teachers study behavior sympathetically, it will tell its own story. The behavior of a child always reveals a need which he is attempting to satisfy. The skilled observer sees the behavior—the nail biting, the thumb sucking, the aggressive attitude, the unwillingness to share and cooperate; but the skilled observer tries to penetrate the child's experiences which lie back of these overt manifestations. The skilled teacher is not satisfied to classify these behaviors with judgmental terms but is always asking: Why does the child behave in this way?

The group believed that certain objective evidence would be invaluable in helping teachers to understand the needs of children. Among such basic data are the results of individual tests of mental ability, medical and dental examinations, and prior educational experiences as recorded in effective individual cumulative guidance records.

The members of the group agreed that individual studies of children could be best carried on in an excellent educational program and in an environment rich in instructional materials which stimulate learning.



### Meeting Wide Variety of Needs

Two major suggestions were developed concerning meeting the variety of needs present in any class group. The richer the environment in stimulating the drives to learning, the more flexibly can the teacher meet varying needs. All learning is the result of the learner's interaction with his environment. The richer and more varied the environment, the greater is the likelihood of each child finding challenging material with which to interact.

Primary teachers have been the pioneers in effective grouping of children for instruction. Groups are organized flexibly in terms of ability and interest. Groups vary from one type of activity to another so no child feels himself stigmatized as unable to meet the expectations of his teacher. The good primary teacher knows the next step for each child and helps him to take this step successfully.

### The Class Load

The teachers agreed that the ideal class load would be twenty to twenty-five children. The group, however, recognized the problem of financing a program of education in which the ratio of pupils to teachers is greatly reduced. Parent-teacher associations in local schools should direct attention to this problem and arrive at conclusions as to what constitutes a defensible class load in terms of goals of education. The State of California should initiate a study of the financing of public education which would provide adequate support for a sound policy regarding teachable-sized classes.

### Rigid Grade Standards

If a teacher really understands the individual variations in any class group, it becomes immediately evident that no grade standards can be applied to every child. The teacher's expectancies must always be in terms of the capacity of each individual child. The teacher's goal is to help each child to grow as fully as possible during the time he is receiving her guidance. Teachers express feelings of frustration when they are expected to adapt instruction to a wide range of individual difference and at the same time attempt to meet grade standards which are in themselves a denial of established facts of individual variation.

### Home-School Partnership

Every teacher recognized that education of young children is a joint enter-

## Elementary Students Guided Toward Better Citizenship

The voting privilege of the American people is sadly neglected. Each national election sees fewer and fewer people going to the polls to help select national leaders. The 1948 election showed that less than 50 per cent of the registered voters fulfilled their voting duty; 1952 was only slightly better.

Many elementary schools in California are trying to develop definite steps

prise of parents and teachers. The rearing and education of children can only be fully successful when a partnership relation exists between fathers and mothers and teachers.

Parents can create a happy, confident attitude toward schools which develop in the child an emotional tone conducive to success. Parents can help most by encouraging the child to share his school experiences at home and by giving praise and approval for his day-by-day achievements. No time can be more profitably spent by parents than that spent in visiting the school and establishing face-to-face relationships with the teacher of their child. The school, too, has a reciprocal responsibility to help parents understand the characteristics of child growth and development and the program through which the school is attempting to meet the child's individual and social needs.

*Miss Heffernan is assistant chief of the division of instruction in charge of elementary education in the State Department of Education.*

### YOSEMITE FIELD SCHOOL

A workshop in interpretative methods, the Yosemite Field School will open its 28th year this summer when the eight-week course starts June 28. Registrations will be restricted to 20 students (normally including 16 men). Applications may be filed with Yosemite Natural History Association, Box 545, Yosemite National Park, until February 28. Course includes botany, campcraft, range duties, and a wide range of studies and activities preparatory to a ranger-naturalist position. Cost is estimated at \$170 for eight weeks in the Valley.

in their curriculum to make students conscious of their voting privilege. The Woodlake Elementary School has used this plan for the past two years and feels that it is democratic in practice as well as theory.

Each student is eligible to attend all meetings and participate in all functions sponsored by the student body. The various officers of the organization are elected by the students. Since the eighth grade students are graduating and will not be back the following year, they take care of all the election arrangements. Student body officers are elected each year just before the close of school.

The eighth grade sets the election wheels in motion by establishing the dates of student registration, nomination week and the final election. The eighth grade establishes booths convenient to each grade for the students to register. Only the students who register may vote in the coming election. Only those who have registered may help in the nominations. Sufficient time is given so that all may register. Class presidents encourage the students of their room to be sure to register and vote.

Next, the eighth grade passes out nomination blanks to each room so that students may make nominations. Officers are selected from the current sixth and seventh grades. After the nominations are turned in a nominating committee places the most popular names on the ballot. The library becomes the voting poll. Students must go to the polls on their own. The polls (as is the registration) are open before school, during noon and a short while after school. The voting, counting of ballots and posting of winners is done by the eighth grade. The elected officers are installed at the last meeting of the year.

Last year's election showed that 78 per cent of the student body had registered and voted—and on their own. This percentage is expected to improve in 1953 because of increased interest.

The administration of the school sets the campaigning policy so that the yards and buildings are not covered with posters. Each student may wear a small buttonhole sticker and each room may have one poster for each candidate. The students seem well satisfied with this plan.

— Bill Crawford  
Woodlake Elementary School

CTA Journal, January 1953

# Chalk Dust

By J. WILSON McKENNEY  
Editor, CTA Journal

"Teachers are perhaps the most numerous of the groups that have been made targets of the forces of American fear mongering. An incessant onslaught against the public schools, teachers, teaching methods, courses of study and textbooks is being conducted today. Few communities are entirely free of it. The suppression of freedom of teachers which results is both immeasurable and immeasurably bad."

*This is no educator speaking in angry frustration. This is the lead editorial in the San Francisco Chronicle of December 8. Continuing with a discussion of Supreme Court Justice William O. Douglas' charge that "the pulse beat of freedom is feebler now than at any time in the history of the United States," the Chronicle points out an example which directly affects many California teachers:*

"No teacher in any American community should be fearful of expressing an honest opinion; that is, an opinion of the teacher's own and not the parrot words of the Communist party line. This freedom of the teacher is an ideal going back to Jefferson and even farther. Yet in Los Angeles today, to take one example, it is professionally unwise and possibly dangerous in terms of job security for a teacher to express in the classroom an enthusiastically favorable opinion of UNESCO, the United Nations agency, because anti-U.N. fear makers have succeeded in obtaining the removal from the Los Angeles curriculum of printed material dealing with UNESCO. . . . This Nation cannot endure on a limited diet of freedom, for freedom is the positive, creative force that animates our democracy and makes it vital."

*Controversy over the requirement of a loyalty oath reached a zenith this year at the University of California again became widely discussed when proposals were submitted to the electorate in November. CTA, though reaffirming its long-established opposition to subversion in the schools, took no position in the controversies and willingly accepted the current oath requirement. A Communist party member is unfit for employment in American schools. Professional educators are becoming increasingly alarmed, how-*

*ever, at the creeping paralysis of suppression and suspicion now extending from the university professor to the public school teacher.*

The teacher is employed to teach the truth. The truth may frequently be opposed to the prejudices of the community. There are those who wish to rationalize the point who claim that subordination of the individual to the community is in itself a manifestation of communism. Historians point out that in the past the community persecuted its teachers; it poisoned Socrates, it crucified Christ, it imprisoned Galileo. Yet the leaders who opposed these great teachers have long since been forgotten and the "traitors" have become the glory and pillar of our civilization.

*Argument rages from extremities to moderation. Much can be said for the loyalty oath, but the contention becomes lopsided when teachers are singled out as a class in a society turbulent with emotion. To represent one extreme of opinion, a writer in the New York Times says: "As doctors have a superior obligation in the Hippocratic oath, so teachers have a superior loyalty which should be embodied in a Socratic oath, imposing on them as the only duty to the community not to please it but to teach it and to teach it not by the community's standards but by their own. For if the community had defensible standards it would obviously not need to be taught in the first place."*

That the question of loyalty to country and patriotic duty should be interpreted in terms of criticism of UNESCO is one of the confusing issues facing us today.

In a recent morning mail I received two manuscripts. One was from a teacher in Southern California, outlining forcefully "Why I Am Opposed to UNESCO." The other was a copy of a speech by Willard E. Givens, former CTA president and recently-retired executive secretary of NEA, entitled "Education and Lasting Peace."

Dr. Givens traces seven years of support which American educators have given UNESCO, points to the unanimity of political opinion embracing America's role as a

leader in the United Nations, and concludes with "The teaching profession working to advance international understanding is not yet ready to be carried out of the arena on its shield. We will continue to work and fight for the greatest and most precious victory humanity can win—lasting peace."

The California teacher claims to be "vitaly interested in the future of my country, the preservation of freedom under God, and the free enterprise system." She calls UNESCO an un-American educational program, bent on diverting our public school system to the purpose of establishing a new collectivist society. She deeply distrusts "a scheme to indoctrinate the youth of this land with ideologies foreign to the traditional American way of life."

*Loyalty oaths for teachers and concern with international understanding seem to be tied together. Any discussion of one inevitably leads to the other; usually the average mind which opposes one will support the other. Yet loyalty to the United States and support of the United Nations' educational and cultural program, by every reasonable political and economic standard, should be compatible.*

Perhaps we need better understanding among ourselves. Perhaps we should define words and phrases with thoughts commonly acceptable to all. Until we reach that mutual understanding we move in a babble of foreign tongues. Inescapably, we must also separate emotional response from seasoned judgment—and that division is as simple as dismembering the head from the heart. However, if we continue to admit the incompatibility of patriotic loyalty and international tolerance, we must accept the role of the teacher moving in an area of suppression.



*And you say your mother finally let you bring your little pet.*



Young People Aided In Understanding  
Of Complex Economic Life Through

# BUSINESS TRAINING

By Roy E. Simpson  
Superintendent of Public Instruction

**B**USINESS education has a dual function. In the first place, business education provides all students with an opportunity to obtain an understanding of the business system and the business community, and the role which industry and business plays in contributing to social welfare and progress through the production and distribution of goods and services. Business education contributes to general education in the fields of citizenship, intelligent consumption, and economic and social understanding. In addition business education assists the student who desires to learn for personal use in his educational, professional, social, or business activities, the fundamentals of certain business skills, such as type-writing and record keeping.

## Functions Outlined

The second function of business education is to give those who are interested and qualified, the skills, understandings, and attitudes needed to perform successfully in a business occupation. Vocational business education, the term by which this phase of education is recognized and known, provides specialized instruction and training for those who plan to become wage earners in specified occupations. Vocational business training assists the student to gain the proficiency required by those positions in which it is reasonable to assume he may find employment upon completion of training.

The general phases of business education are presented throughout all educational levels. Business information and training is increased in amount and graduated in difficulty according to the maturity of the student. Frequent use is made of the business community as a source of information and as a training ground for increased knowledge of business. For example, students are taught to use such community services as banks, real estate and insurance agencies, retailers, post office, transportation companies, and so on. In the junior college the student enrolls in the course titled, "How to Organize and Operate a Business," for help in his career in the business world.

## Vocational Business Education

Training for business employment is an important phase of business education. The two major areas of specialization are (1) the office occupations; and (2) the distributive occupations. In the former, emphasis is placed upon stenographic and secretarial skills, on book-keeping, and on clerical skills. Most secondary schools offer training that will prepare for employment in these phases of office work. In the area of the distributive occupations, schools offer such courses as retailing, salesmanship, advertising, credit analysis, and the analysis of merchandise.

## Relations With Business

Today there is a closer liaison between business and business education than ever before. Businessmen are serving on advisory committees, counseling with students and teachers, and instructing classes for employees. Co-

operative education arrangements in which schools and business organizations act as partners in training students through co-ordinated school-and-employment training programs are typical of the program.

Business training laboratories which simulate various departments of business are found in many schools. In a typical junior college, a vocational class may be held in a classroom made to conform to an actual store environment. The equipment and fixtures are the very latest. The layout was installed by a local store fixture company. Lighting is the same as in the downtown stores. The merchandise is new and was loaned by the stores of the community. Students in the class are given instruction in store operation, merchandising, techniques and principles of salesmanship, advertising and sales promotion, and display. The members of the class are employed in the stores on a part-time basis approximately four a day. They have chosen merchandising as a career and are receiving practical experience prior to graduation. A large number will become full-time employees, many in the business organizations in which their training was received.

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## Business-Education Day In Bay Area



More than 3400 San Francisco teachers visited 220 business firms on Business-Education Day, Friday, November 21, to learn "what makes the wheels go round" in industry, railroading, newspaper publishing, and other commercial enterprises. Schools were closed for the event, which was sponsored by the San Francisco Chamber of Commerce. That interest among teachers regarding business activities is increasing rapidly is indicated by the fact that only 2,000 visited San Francisco plants last year. A typical group, shown in above photograph, comprised 24 women and 16 men who were guests of Fibreboard Products, Inc. The bus took the group from the city to Antioch, where the teachers had a one-hour visit. The teachers saw every process of converting huge trees into paperboard which was then manufactured into milk cartons.



# I'd Do It Again

AFTER the manner of the old-time consecrated Methodists, I feel moved upon to "give in my own testimony." The urge I think stems from the fact that I have now attained the years of four score and five, including almost two-thirds of a century after college graduation with well over a half-century devoted to active educational work. This background affords a vantage for reviewing the past and reflecting on the decisions that have resulted in bringing me where I am today.

It is gratifying to me to be able to enjoy the feeling that if, in imagination, I were today confronted, as of the identical times and circumstances, with each of several major questions that actually did confront me in those earlier days, and if I were asked what I would do about it after the years of life experience—in such an imaginary situation I can honestly say, "I'd do it again."

I cannot lay claim to having chosen my own birthplace—though some of my over-zealous friends have openly boasted they picked California! But as to the genesis I can only declare that if I could make the choice, I would unhesitatingly choose to be born in California, of pioneer parents!

My academic course in little Napa College, which long since has become a precious memory, under the tutelage of undistinguished but devoted professors, had created within me a taste for learning and a desire to serve. Deliberately, and not until after a self-testing teaching experience, I chose to enter the life of educational endeavor—fortunately forsaking all ambition and expectation of amassing a fortune! That decision brings no regret today—I'd do it again.

I had become clearly aware that to be the kind of college teacher I wished to be I must greatly augment my own educational preparation. Where should I seek this preparation? What university should I choose for my advanced graduate work?

Looking back over three score years I am led to wonder how it could happen that I, who had never been away from my native California, reached the decision to go to Johns Hopkins Univer-



*Rockwell D. Hunt*

sity, three thousand miles away. It proved to be a momentous decision. If I were again facing the year 1893, it gives me happiness to declare, with a deep feeling of gratitude, I'd do it again!

And what a galaxy of distinguished teachers were mine during my studenthood in Baltimore, back in the 1890's! Herbert Adams, James Schouler, George Emmott, John Bates Clark, Woodrow

Wilson, Henry C. Adams, Sidney Sherwood, John M. Vincent, Westel W. Willoughby—an inspiring list indeed for a young Californian who had never been out of his state!

"History, like charity, begins at home," declared my master at the Hopkins. Then why should I leave my native Golden State to delve into the minutiae of Virginia history, or Massachusetts history? Why should I not search out topics for my special study in my own state and leave the already overworked fields of the Atlantic seaboard to my eastern fellow students? Does not California have a significant and colorful history? Is not the vast Pacific basin to become outstandingly

*Dr. Hunt, author of 14 books on California history, will be 85 years old on February 3. This distinguished scholar and educator, who declares "I'd do it again" after a long lifetime of teaching, produces for the Journal a testimonial of special interest to young people now entering the profession.*

(Continued on Page 24)

# Calendar of Coming Events

**January 9, 10**—California School Supervisors Association, San Joaquin Section; regular meeting. Fresno.

**January 9, 10**—California School Supervisors Association, Southern Section; winter conference. Arrowhead Springs Hotel, San Bernardino.

**January 10**—CTA Board of Directors; regular meeting. Sacramento.

**January 10**—CTA Central Section Council; regular meeting. Fresno.

**January 10**—CTA Northern Section Council; regular meeting. Sacramento.

**January 10**—CTA Southern Section Council; regular meeting. Los Angeles.

**January 14, 15**—California Congress of Parents and Teachers; state board of managers meeting. San Francisco.

**January 17**—CTA Bay Section Council; regular meeting. Laney Trade School, 240 East 10th Street, Oakland.

**January 17**—CTA State Ethics Commission with Section Ethics Chairmen; regular meeting. CTA Building, San Francisco.

**January 21**—California Association of Public School Business Officials, Northern Section; monthly meeting. San Jose.

**January 22-24**—California School Supervisors Association, Northern Section; winter meeting.

**January 24**—CTA State Committee on Salary Schedules and Trends; regular meeting. CTA Building, San Francisco.

**January 30, 31**—NEA National Commission on Teacher Education and Professional Standards; sixth regional conference. San Francisco.

**January 31**—CTA State Retirement Committee; regular meeting. CTA Building, San Francisco.

**January 31**—CTA State Tenure Committee; regular meeting. CTA Building, San Francisco.

**February 5-7**—Fourth Regional Conference on Conservation of Natural Resources; jointly sponsored by State Departments of Education, Natural Resources, Fish and Game and Fresno State College. Fresno State College.

**February 5-7**—California Young Farmers Association; state convention. Pomona.

**February 6**—California Association of Public School Business Officials, Southern Section; monthly meeting. Los Angeles.

**February 6, 7**—Second Annual Conference on Good Teaching; co-spon-

sored by CTA Southern Section, State Department of Education and CTA affiliated groups. University of Southern California.

**February 7**—California Association for Childhood Education, Southern Section; regular meeting, hosted by Long Beach branch. Long Beach.

**February 7**—California Elementary School Administrators Association, Southern Section; joint meeting with Los Angeles City Principals. San Fernando Valley.

**February 10-13**—California Recreation Commission; 5th annual conference. Long Beach.

**February 12-14**—National School Boards Association; annual convention. Haddon Hall, Atlantic City.

**February 14**—California Business Education Association, Central Section; regular meeting. Fresno State College.

**February 14**—Representatives of Affiliate and Associate Associations; regular meeting. CTA Building, San Francisco.

**February 14-19**—AASA; national convention. Atlantic City.

The theme of the 1953 American Association of School Administrators national convention is "Education for National Security." Other meetings held in conjunction with the AASA convention at Atlantic City are:

**February 12-14**—NEA Department of Elementary School Principals; annual meeting.

**February 15**—National School Public Relations Association, NEA; winter meeting.

**February 14-19**—NEA Department of Classroom Teachers; winter meeting.

**February 16-18**—NEA Department of Rural Education; annual meeting.

**February 16-18**—American Educational Research Association, NEA.

**February 18**—California Association of Public School Business Officials, Northern Section; monthly meeting. Oakland.

**February 21**—CTA State Committee on Finance; regular meeting. CTA Building, San Francisco.

**February 21-25**—National Association of Secondary School Principals,

37th annual convention combined with annual conference of California Association of Secondary School Administrators. Hotel Statler, Los Angeles.

**February 27**—CTA Board of Directors; regular meeting. CTA Building, San Francisco.

**February 28-March 1**—CTA State Legislative Committee; regular meeting. CTA Building, San Francisco.

## 20 YEARS AGO

in Sierra Educational News

**State Council of Education:** CTA, at the invitation of California Real Estate Association and California Farm Bureau cooperated to change the system of state support of the schools. CTA was largely responsible for securing the signatures for Proposition 9 and participated to the extent of \$2000 of the \$6407.69 expenses, plus \$1549.91 for postage, additional help and materials.

**Classroom Teacher Divisions:** Because there was not as much teacher participation in the membership of the State Council as there should be, classroom teacher divisions in each of the six Sections were formed. The constitution of the North Coast Section Classroom Teachers Division was adopted at the council meeting 20 years ago.

**Economies:** The schools of California have made more reductions in expenditures than all other agencies of California government combined.

**Roy W. Cloud stated:** I am asking that the teachers of California give their loyal support to the California Teachers Association in its endeavor to maintain the best practices of public education. Unless we have a unified body, we are going to lose some of the advantages which we have attained."

"Century of Progress" international exposition will open in Chicago in June . . . major objective to tell the story of astounding scientific discoveries and inventions, their application to industry . . . "show of the age."

**From our Advertisements:** Due to the less-than-5-day service of the three liners "Mariposa," "Monterey" and "Malolo" the word "far" is no longer a stumbling block. (Matson's now famous "Lurline" had not yet been built.) . . . Reduced travel rates in the Soviet Union—summer study courses in Moscow University.



# QUESTION AND ANSWER

Questions of professional significance are often submitted at local association meetings. Local secretaries are urged to record such questions and forward them to the Journal. The following answers were written by HARRY A. FOSDICK, CTA Field Service representative.

*Q. How will Proposition 2 affect teachers' salaries?*

A. At this date the answer to that question must be very general, and perhaps even vague. There will be more state money for current support in nearly every school district. The largest item in any current support budget is instructional salaries. Nearly every district will get an increase of \$25 per pupil or more in state apportionments. We still feel that median teacher salaries in California will rise approximately \$400 to \$500 next year.

However, the apportionment formulas have not been adopted, and the exact amount your district will receive may not be known until late in May. In some districts marked increases in local property assessments will cut the equalization aid your schools might have anticipated, but this should be offset largely by increased local revenue.

Translation of Proposition 2 into improved salaries, lower class loads, better education is only partially a legislative problem. To a large extent each local district must make the meaningful decisions. All teachers—especially those on salary committees—should begin to inform themselves on local district finances and the effect of proposed formulas. Attend salary workshops or field conferences in your area for latest help and information.

Above all, while keeping alert to financial matters, be sure you don't overlook special problems that may exist in your own district or succumb to natural impatience for immediate action. In many areas, uncertainties regarding income may well make a resolution of intent with "if and when" qualifications the strongest action a governing board can take before contract time.

*Q. If I have a proposal for a change in the school code, what shall I do with it to get CTA consideration?*

First, your idea should be presented to your local or county association, so that it picks up its first group endorsement. Then it is presented to your Sec-

tion legislative committee as a proposal from your association. Your delegates to the Section Council can push for its adoption. When endorsed by the Section, it is presented to the appropriate committee of the State Council, and all the delegates from your Section will be its supporters.

Meanwhile, the proposal may be submitted to other local associations and other Sections so that wider study and discussion may lead to greater understanding and support when it is considered by Section or State Councils.

It actually is possible to by-pass these channels and send the proposal directly to state headquarters for presentation to the state CTA legislative committee, but the chances for success are much greater if support is picked up along the line by local, county and Section endorsements.

Often individuals or local groups send such proposals directly to our advocates in Sacramento, but this is ineffective because these men cannot introduce or support legislation until Council action makes it CTA policy.

*Q. Please inform me how I can get CTA legal help with litigation involving my property. I understand you have a legal department.*

A. CTA legal service applies only to protection of the professional rights of members, not to legal matters concerning insurance, property, marital relations, inheritances, criminal defense or any of the other actions which might involve the teacher as an individual with the courts.

Since questions of tenure rights, contracts, salaries and any other matters concerning teachers' employment are important to all teachers, the profession provides this legal service. We could not expect all teachers to meet the costs of handling personal legal questions for individuals.

*Q. Last year our board told us they would pay \$3,000 salaries to all personnel in 1952-53, and that they wouldn't have trouble getting teachers. Is CTA doing*

*anything about boards that prefer to employ sub-standard teachers? Our board employed several emergency teachers after giving us the gate. The fact is, we all just quit. I know other boards are preferring to get emergency teachers rather than keep their present teachers and pay salary increments. Why doesn't the CTA do something about this?*

A. Your problem is identical to many that CTA field service hears about—and as in your case, we usually hear about them too late. The key is in your statement, "We all just quit." Such resignations remove any professional rights a teacher might have and opens the door to employment of emergency teachers.

Right now there is nothing to prevent your board from setting salaries at the legal minimum and employing emergency teachers when others quit unless the district has a salary schedule. We are helping teachers obtain such schedules wherever we are requested to do so. Actually, only a small percentage of California teachers serve in districts where no schedule has been adopted.

Here are other things that the CTA has done and is doing to correct such abuses:

1. We are pressing the State Department of Education to end all emergency teaching credentials by July 1, 1954.

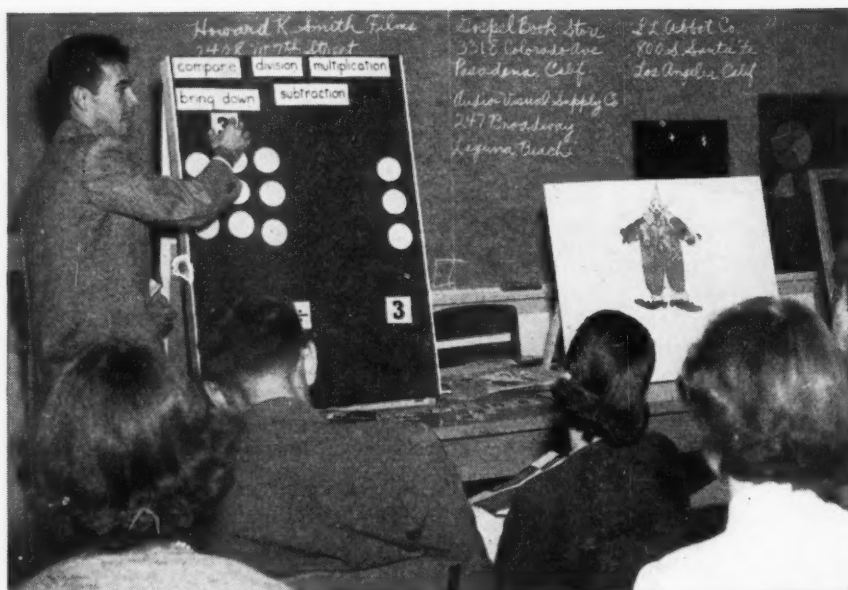
2. The CTA Ethics Commission is prepared to investigate conditions in any district where reasonable evidence indicates that emergency credentials are being used as a means of economy or to circumvent the tenure law in violation of the intent of the legislature in establishing such credentials.

3. CTA field service and legal service have assisted teachers in protecting their employment rights in cases where they were dismissed, given favorable recommendations, and then replaced by emergency teachers.

4. CTA field service has assisted local teacher groups in formulating and executing a public relations program that would arouse local citizens to action where good teachers were being lost through penurious willingness of board members to employ sub-standard teachers.

These local situations must involve courageous participation by local teachers, although salary legislation proposed for the next session may help.





Using the Flannel Board in Elementary Schools . . . John Foster, sixth grade teacher, 74th Street School, Los Angeles, demonstrates the value of the flannel board in developing mathematical concepts in the elementary pupils.

## Audio Visual Developments Are Shown At Conference

**A**PPROXIMATELY 3,000 educators and others interested in the latest audio-visual developments came to Santa Monica from all parts of Southern California to attend the annual fall conference of the Audio Visual Education Association of California, Southern Section, on November 14 and 15. More than 25 continuous exhibits, demonstrations and previews of latest audio-visual equipment featured the conference which was held at Santa Monica City College.

The highlight of the program on November 14 was a talk by Dr. Alexander Stoddard, Los Angeles Superintendent of Schools, on educational TV, in which he spoke of the many possibilities offered by the new medium. This was followed by a closed circuit video demonstration in which the audience saw an educational telecast at the same time the telecast was made.

Although the conference featured the making and using of audio-visual materials for the classroom, many community groups participated, including representatives of fire departments, police departments, churches, public libraries and industries.

During the six Saturday periods, groups gathered in various City College classrooms to hear audio-visual authori-

ties and experimenters discuss and demonstrate various subjects pertaining to audio-visual education.

General chairman of the conference was Mrs. Grace W. Jones, supervisor of audio-visual education for Santa Monica schools. Marston E. Jones, superintendent of Orange County schools, is president of the A.V.E. association.

### New Booklet Endorsed By Teacher-Educators

. . . The Measure of a Good Teacher was studied by the members of our Education and Psychology Department, all of whom were enthusiastic about it. . . We will expect all of our teacher trainers to possess a copy and make use of it because it certainly provides a comprehensive definition of what makes a good teacher. We all think it will be invaluable in the teacher-training program. . . —Robert L. Maurer, Assistant Administrator, Liberal Arts Division, California State Polytechnic College.

. . . I have spent a considerable amount of time in reading this 28-page booklet, and I feel that the publication is very important to us in the field of Teacher Education. . . We plan to use it in our Introduction to Education classes and in the student teaching Practicum classes. . . We plan to use the contents of this booklet in a future Division of Teacher Education meeting. . . —Harold H. Stephenson, Chairman, Division of Teacher Education, Sacramento State College.

. . . I have just talked this matter over with the head of our Education Department, Mr. Lonnie T. Vanderveer. We are both very much impressed with Dr. Kinney's booklet and will want to have copies available for our staff and the students in the teacher-training program. . . —E. V. Pullias, Dean, George Pepperdine College.

"Measure of a Good Teacher," published by California Teachers Association, is available from Publications Division, CTA, 693 Sutter Street, San Francisco 2, at 25 cents per single copy or 19 cents each for 10 or more.

## Educational Television

### Governor's Conference Urges Speed in New Station Finance

**P**OSSIBLE legislation will be sought this month seeking to transfer at least two million dollars of adult education funds into the new field of educational television, it was reported at the final session of the governor's conference on educational TV held December 15-16 in Sacramento.

Over 2000 delegates, about half of whom were educators from all parts of California, attended the conference and participated in discussions of policies, school use, non-classroom instruction, the public interest, organization, legal aspects, engineering, and finance.

It was proposed that the state underwrite the capital outlay necessary to erect seven TV stations, using transmission channels tentatively granted by the Federal Communications Commission. Maintenance and operation cost for the first year was also recommended with the suggestion that local units control programming and arrange to repay loans from the state.

With eight channels allotted for the state and only one (Allan Hancock Foundation at USC) station under construction with private funds, educators were warned that unless financing and other qualifications were completed by next June 2 the channels for educational use would be withdrawn.

# Conference on Good Teaching Scheduled Feb. 6-7 at U.S.C.

**T**HEACHING for Good American Citizenship" will be the theme of the second annual Conference on Good Teaching, sponsored by the CTA Southern Section and several of its affiliates in cooperation with the state department of education, at the University of Southern California, Friday and Saturday, February 6 and 7.

"Professional organizations have a dual concern for their members. On the one hand, organizations are interested in the welfare of their members; and on the other, in their professional competence. Both interests are interdependent and correlative."

These words of Dr. Lionel DeSilva, executive secretary of CTA-SS, stress the reason for Southern Section sponsorship of such a venture. DeSilva goes on to say, "California Teachers Association, Southern Section, recognizes its responsibility for helping its members to reach increasingly high levels of professional competence. The Midyear Conference is a step toward fulfilling this responsibility."

## Second Conference

The success of the first annual conference, held in February, 1952, was so spectacular that the event has already become a highlight on the Southern Section calendar. In spite of the assignment of quotas of representation, the 1952 meeting was attended by more than 600 delegates from over 160 local districts. Professional organizations in other states have expressed interest in the venture.

Where last year's conference was for school personnel only, selected leaders from the Parent Teacher organization, school trustees' group and other lay organizations are being invited this year.

The format of the conference provides three outstanding keynote speakers, following each of whom delegates, in small groups, discuss those aspects of good teaching stressed by the speaker. The conference closes with an inspirational address. Delegates attend a Friday dinner and a Saturday luncheon.

## Demonstrates Good Practices

A unique feature of the Conference on Good Teaching is a Friday evening

session devoted to the demonstration of selected good teaching practices. In preparation for this demonstration, a committee working through the Southern Section research office asks local districts to report unusual or especially-effective teaching techniques or devices. These are screened by the committee, which makes a tentative selection of those to be demonstrated. Final selection is made only after discussion with representatives of the local districts.

## Printed Digest

Good teaching practices which are reported to the committee but which are insufficiently visual to make good demonstrations are screened to avoid duplication and a representative group are described in a printed digest of the conference. Each delegate gets one copy of this digest, and extra copies are sold. Keynote talks and group discussions are summarized and "quotable quotes" from delegates are included in the digest.

Charles C. Herbst, vice-president of the Southern Section, is chairman of the committee for the 1953 conference.

LA HONDA, tiny mountain town in the redwoods of San Mateo county, hasn't had a new school since 1872. Its 500 citizens will dedicate the new \$150,000 elementary school January 10.

BIG GAINS in CTA-NEA membership for 1953 have been reported in many areas of the state, but sign-up is lagging badly in others. Followup on the fall drive will be wound up this month, with many local associations reporting their all-time membership records will be broken. Presidents and secretaries report ready acceptance of the unified dues plan in which a single remittance takes care of local, state, and national professional affiliations.

**STICK TO THE 3 R'S.** Here's why some people would like teachers to stick to the Three R's—and teach little else.

The "explanation" comes from the McCormick newspaper, the Washington Times Herald:

"The teachers can't go too far off the track of common sense teaching mathematics, for there the logic of fact is iron-bound for both master and pupil alike, for all practical purposes. Two and two make four and that is that, relativity or no.

"In languages, the rule holds pretty much the same. The way the French say 'cat' is the way they say it, and all a teacher can do is explain the fact and see that the pupil gets it through his head.

"But from there, the takeoff is abrupt and dizzy. In economics, history, sociology, geography and associated subjects, individual teachers have wide open opportunities to grind their private axes. And everybody knows they do. All you have to do, for proof, is read the books they write and listen to what they say in class and out."



O.K., Mr. Tuttle, but next time you've got to promise to last out the second inning.



## Gifted Children Studies Conducted

CTA has 319 chapters and California Scholarship Federation has 428 chapters. These 319 represent secondary and elementary schools, while CSF's 428 represent accredited high schools only.

CSF is made up of the top ability people in our high schools. The local chapter advisers of these boys and girls and the state board of directors are the teachers who are doing an extra share to encourage these superior young people to become the teachers of California schools. CSF and California Student Teachers Association are cooperating in the project. CSF is also stressing more consideration and special training for the gifted children in our high schools.



RUTH M. HUGHES  
State CSF Secretary

Mrs. Ruth M. Hughes of Del Norte Union High School, Crescent City, is the recently elected State Secretary of CSF. She has been a very active worker in Northern Region for a number of years.

Another prominent member of the directory is George R. Tracy, past state president from Long Beach. Mr. Tracy, who is this year on leave and is teaching in Istanbul, Turkey, will return next year to California and to CSF activities. In a recent letter Mr. Tracy writes:

"The Turkish people are very eager to learn English and many make sacrifices to enter their daughters here (an American academy in Istanbul). The curriculum is difficult and the standards high, and many years of hard work lie ahead of them—

three years in the Orta or middle school, and four years in the Lise. By then they have covered the equivalent of two years in college. Before graduating all girls must



GEORGE R. TRACY  
Past State President, CSF

take such subjects as chemistry, physics, trigonometry and college mathematics.

If they fail in one subject, they are permitted to repeat the whole year's work; if they fail in two, they are out.

Besides passing the final examinations set by the school, they must satisfy an exacting board of Turkish examiners who come to the school and give oral and written examinations. Finally, to enter the University the Turkish youth must not only graduate from the Lise but also must pass the entrance examinations set by the University.

I feel more and more that we must rearrange our American high schools to challenge the better students. As it is now, the non-academic pupil sets the standard, with the result that our best get by with little effort and little training in rigorous scholarship. I think most administrators are becoming convinced of this and will soon begin to see results."

Regional CSF conventions are being arranged for April and May in Pasadena, Gilroy, and Stockton.

Gordon E. Ferrin, Chico High School, is the 1953 Seymour Awards Committee chairman. All CSF chapters are being advised to get their contest entrants' applications ready. To be the CSF awards winner is the highest scholastic honor to be conferred in California annually.

## Parents Are VIP

Parents are Very Important People. Do they get the Red Carpet or the Ho-Hum treatment when they come to your school? Or do they come?

Thus queries the National School Public Relations Association in a recent issue of *It Starts in the Classroom News-letter*, its monthly roundup of good public relations techniques and ideas developed by individual classroom teachers around the country.

A welcome-neighbor letter of information goes from the faculty to each new family in the district right after one of its members enrolls in school.



Kindergarteners' parents spend an evening hour modeling clay, painting, block-building, listening to stories. This "copy-catting" of their youngsters' school day gives parents a tangible starting point for discussion with the teacher on worth of such activities.

A parent at PTA meeting claimed "the schools no longer teach children discipline." The faculty, looking its PR problem straight in the eye, stepped up efforts during the next month to get more parents to visit. Each parent, after his visit, was asked: "How do you think the behavior of children in our classrooms compares with your behavior in school a generation ago?" Sample replies: "They're much better-behaved than we were. Even first-graders can work independently while the teacher works with another group." "Chief difference is that more things are going on at once. The teacher is more of an executive, less of a policeman." These and similar comments were reported to the next PTA meeting, and later in the local newspaper.

Concludes NSPRA: the faculty had faced criticism constructively, and in so doing, reaped big PR dividends.



# CTA Members: We may save 35% on car insurance in the CTA Plan!

—Dr. Rex H. Turner, President  
California Teachers Association and  
Asst. Supt. Oakland Public Schools



The only statewide automobile insurance plan endorsed by the California Teachers Association is the CTA Plan, for the following important reasons:

## CTA APPROVED

The CTA Automobile Insurance Plan was developed by the CTA Insurance Committee, recommended by the State CTA Board of Directors, and approved by the State Council of Education. It is underwritten by the California Casualty Indemnity Exchange, one of the nation's strongest automobile insurance companies.

## CTA CONTROLLED

The State CTA has a representative on the California Casualty Advisory Board. This Board determines operating policies at top management level. Its other members are leading executives of major California corporations.

## NON-ASSESSABLE

In any insurance the most vital consideration is the underwriter's ability to pay all claims. California Casualty is a 39-year-old company with resources of nearly \$10,000,000. Its qualifying surplus is over 20 times the amount required by law for issuance of non-assessable policies. *Policyholders in the CTA Plan have no assessment liability.*

## SUPERIOR SERVICE

The underwriter maintains complete service offices in San Francisco and Los Angeles and local claims offices in 20 California cities. Claims service is available throughout the United States and Canada. To obtain claims service you merely phone or wire collect to the nearest claims office of California Casualty Indemnity Exchange.

For TOWING and ROADSIDE SERVICE you call any nearby garage, pay for work done, and send receipted bill to California Casualty. Reimbursement up to the limit you specify in your policy is mailed within ten days.

## 35% SAVINGS

We save you two ways. Our first saving is the 15 per cent initial special teachers discount on standard rates for major coverages (the first time, to our knowledge, that teachers as a group have been recognized as preferred risks). Our second saving is the probable refund at the end of each policy year, which is based upon the actual loss experience of the CTA group as a whole. We receive this second saving

whether or not we have accidents during the year. Last year our combined first and second savings totaled about 35 per cent of the standard or "Board" rates charged by most insurance companies.

One reason we save so much in the CTA Plan is that *no commissions are paid to local agents or brokers.* This money goes entirely to our CTA Plan members instead! Not one penny is retained by our State CTA.

Savings should average over \$30 a year for the nearly 10,000 CTA members throughout the State who have already enrolled in this low-cost automobile insurance plan! Where else can we invest \$12 and get a probable \$30 return?

## WHAT TO DO NOW

No matter when your present insurance expires, fill in the coupon *completely* and return it at once to either of our main CTA Plan offices. Within 2 months before the expiration of your policy we will mail you suggested plans with exact costs covering your particular car at that time.

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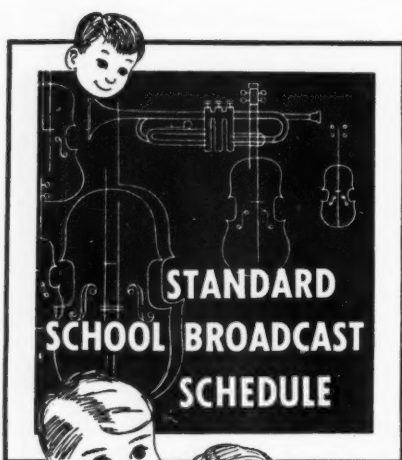
**YES, I AM INTERESTED . . .** in your plan which may save me 35 per cent on car insurance. Please send me your suggestions for coverages, with exact costs and estimated savings for my particular car. This request does not obligate me to become a policyholder—I am free to decide later.

Name.....	Age.....	Date of Birth.....	CTA No.....	School Name.....	School City.....
Spouse's Name.....	Age.....	Date of Birth.....	Spouse's Occupation.....	Employer.....	
Address		City.....		Zone.....	
No. and Street.....	Date Car Was Purchased.....	New.....	Used.....	Company Now Insured by.....	
Policy Expires.....	Model.....	Body Type.....	No. of Cyls.....		
Car Year.....	Make.....	(Fleetline, DeLuxe, Custom, Standard, etc.)			
Motor No.....	Serial No.....	Is Car Fully Paid For? Yes..... No.....			
If Not Paid For By Whom Financed?.....	Finance Co.'s Address: No. and Street.....				
City.....	Zone.....	Collision Losses In Past Year: \$.....	Other Losses: \$.....		
(If none, write "NONE")					
Other Drivers in Household Under Age of 25 Years Who Do Not Have Separately Insured Cars:					
Name.....	Age.....	Date of Birth.....			

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January 19—Finland and Denmark

January 26—Music and Legend in America

February 2—Russia

February 9—Poland and Rumania

February 16—Czechoslovakia and Hungary

February 23—Folk-Dances in America

### TEACHERS' MANUAL—FREE

Available to teachers or leaders of listening groups. Request Cards have been sent to principals of Western schools. For additional Request Cards, write to Standard School Broadcast, 225 Bush St., San Francisco 20, California.



## California Education Press Growing Fast

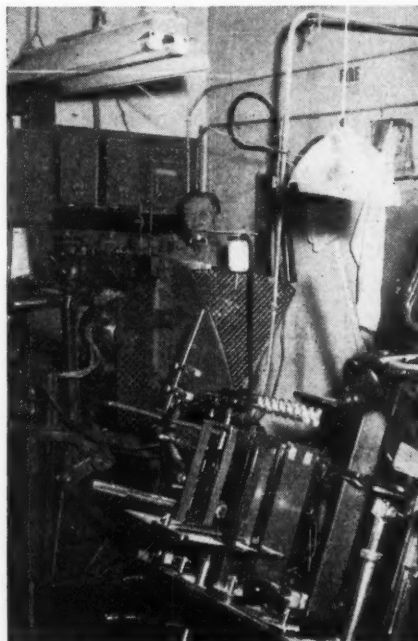
With the recent employment of Dr. Charles J. ("Jack") Falk of Occidental College, former assistant to the superintendent and director of publications and curriculum production of the San Diego city schools, as editor on a part-time basis, the California Education Press, CTA Southern Section printing establishment, took another forward step.

Established in 1949, the California Education Press has grown and prospered



and has filled a need in the educational printing field.

The purpose of the Press is to take care of the increasing demand for printing of Southern Section publications and other printed material, to make service available to local teachers' associations



and other sections of the CTA and to the state organization near cost, and to serve school districts and individual teachers economically.

Located at 2106 Washington Boulevard in Los Angeles, the Press, which originally occupied only part of a building, is now bursting at the seams of the entire building. In less than four years, the establishment has grown to a business of more than \$100,000 a year, with assets of over \$51,000. It is a union press.

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**THE BANFF ROUTE EAST**

## Bruner Case

### CTA Defense of Teacher Under Way

James "Jimmie" Tarantino is off the air!

Following immediately CTA Attorney Gardiner Johnson's effort to establish that Tarantino's income is linked with underworld activities—an effort made during the taking of pre-trial depositions December 12—Station KYA gave the required 14-day notice that the self-styled "dynamic California Reporter's" program would be cancelled.

In his swan song Sunday, December 21, Tarantino said he was not permitted to reveal why his program was cancelled, but that he would give an explanation "in the press within a few days."

Miss Fern Bruner's CTA-supported suit against Tarantino and Station KYA was due to go to trial December 29. This will determine whether commentators, radio stations and others can avoid responsibility for unfounded and irresponsible communist charges made against teachers.

Questions regarding asserted underworld connections cause the voluble Tarantino to stomp out of the courtroom, halting the taking of depositions in early December. The CTA is continuing to press the case.

### DRIVER SURVEY DEMONSTRATES NEED

A good look at driver education in California high schools is provided in a survey by John S. Urlaub, Berkeley High School teacher of driver education.

Here are high points of 167 replies, a balanced sample of nearly half the high schools in the state:

(1) Most schools have a qualified teacher, but one-sixth (mostly smaller schools) do not; (2) Only one-third of the schools offer driver education as a separate course; (3) In a fifth of the schools the course runs a full semester; in half, six weeks; in another fifth, less than 10 hours; (4) Although the course has to be scheduled in the 9th or 10th grade if most students are to be reached before they attain driving age of 16, one-fourth the schools offer it in the 11th or 12th grade.

## WINNING NATION-WIDE ACCLAIM

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*in the special School Edition*

The twenty volumes in this recognized and established series as published in the special *School Edition* on September 1, 1952, were received with immediate and popular acclaim in schools the country over. A total of fifty volumes will be available in the *School Edition* for shipment by February 1, as follows:

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For the convenience of the thousands of schools which ordered the first twenty volumes, their titles are indicated by an asterisk. The *School Edition* program will be expanded gradually to include all Childhood titles now published or announced in the Trade Juvenile Edition, and thereafter to include new volumes from year to year.

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\$2.80 for 1 year.....or \$7.00 for 3 years.....

### I'D DO IT AGAIN

(Continued from Page 15)

prominent in the future affairs of the world?

And so it happened that by going three thousand miles from home I found my deep and abiding interest in my California and the great West. For this I am glad.

If choosing again I would select studies in the realm of the social sciences. History, beginning with the stone-age; economics, dealing with man in relation to wealth; politics, offering men the organization we call the state for living the good life; sociology, envisioning individuals and groups mutually acting and interacting in human society; ethics, with its inescapable moral sanctions and imperatives—these great subjects present a supreme appeal, but not without the undergirding of fundamental philosophic concepts, nor yet in the absence of the conserving, sustaining, and sanctifying leaven of religion. Contemplating the scene that presented itself in the long ago, I affirm with gratitude, I'd do it again!

Year after year I have witnessed in the springtime the parade of hopeful young graduates at Commencement time—and the scene has never failed to impress. Each succeeding autumn I have looked into expectant faces of eager youth trooping off to college—it would be great just to be a freshman again!

At the age of seventy-seven, still in the enjoyment of excellent health and reasonable vigor, I retired from active work, becoming Dean Emeritus of the Graduate School, University of Southern California, the University which I had actively served thirty-seven years. But within two years I was persuaded to accept an invitation to associate myself with my Alma Mater (College of the Pacific, with which Napa College was merged in 1896), as Director of the California History Foundation. My deep interest in the history of my native state had been sustained since my student days in Baltimore.

Now I have completed five years in this congenial work and am still active; which brings me to report that if under similar circumstances I were privileged to make the decision again, I would again decide to continue work in congenial fields after retirement from my regular position. It is wholesomely stimulating and gratifying, at the same

time it is personally satisfying to feel and to receive assurance that I could still make a worthy contribution. With all sincerity I can say, I'd do it again.

All my life I have been led by the still small voice within, to seek the Christian way. Ideals to me have been the soul of life itself. Steadfast adherence to the best lights afforded by firm moral principles, undergirded by a dynamic faith, have saved me from dubious pressures from without and inner conflicts, enabling me thus to address myself to the work at hand without reservation, with quietness of soul.

Mistakes have been made—any assumption to the contrary would be less than candid and would bear the taint of arrogance. On the credit side of the account, with length of days and treasured memories as my guides, rich in psychic income and faithful friends, I now happily affirm my belief that the major decisions I have reported were not mistakes but have proved their wisdom.

Confronted with the questions as they have arisen, I have sought divine guidance and have striven for decisions in harmony with righteous principles and Christian teachings. If I could be made a youth again I could do no better than to seek the true way and enter into the joys of a friendly universe.

#### BUNDLE DAY SUCCESS

The Bundle Day clothing crusade in California, which will continue in some areas through February and March, will produce at least a quarter million pounds of surplus clothing for shipment overseas and to the southern states, according to Dr. John R. Voris, state director of the Save the Children Federation.

Bundles contain clothing and cast-off shoes contributed by school children and are shipped by the federation to needy areas. Children in Korea, Greece, and some of our own southern states are aided.

ACTION, the monthly Field Service department news sheet edited by Harry Fosdick, is growing in popularity. Originally mailed to local association leaders, it is now printed and mailed by CTA office to all members in Bay and Central Coast sections as well as to all association presidents in the state. A terse summary of association activities, it aids members to maintain contact with teacher welfare and professional interests.

## A NEW 3-Step Program for Teaching English BETTER ENGLISH

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THIS new series presents a different plan of teaching English. It is based on three steps: (1) **getting the facts** — which helps the student discover the essential principles of English and why they are important; (2) **using the facts** — which provides exercises illustrating the principles and fixing them in the student's mind; and (3) **testing your mastery of the facts** — which supplies testing exercises.

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## BUSINESS TRAINING

(Continued from Page 14)

In the business skills such as shorthand, typewriting and business machines, the time required for training is being reduced as a result of improved teaching techniques and textbooks. In other fields of business education the instructional materials are being revised constantly to keep pace with the changing procedures, requirements, standards, and conditions of employment.

### Three-phase Program

Even with these improvements busi-

ness educators are aware that much remains to be done. The student should be equipped adequately with the (1) work skills, (2) work habits, and (3) personality traits that will enable him to do his job satisfactorily and to be a good team worker. It is generally agreed by businessmen that business-trained students meet the skill requirements for employment. There is not the same accord when work habits and personality traits are considered.

During his school career, the student should identify and understand the importance of such work habits as:

accuracy, dependability, neatness, alertness, judgment, persistence, respect for business confidences, orderliness, honesty, thoroughness, industry and job application, loyalty, initiative, punctuality, and memory.

The student should be encouraged to plan a program of self-improvement in the acquisition of essential traits and habits. At the same time he should be encouraged to establish these habit and trait patterns so completely that they will carry over into employment.

The third requisite of adequate training for a business occupation includes personality traits. These are the personal factors that help the business employee to be well regarded by his fellows and in his contacts with other business firms. Included in the list of desirable personality traits are: cheerfulness, willingness to assume responsibility, cooperativeness and teamwork, tact and diplomacy, courtesy, spirit of fair play, enthusiasm, sense of humor, friendliness, receptiveness, and pleasing appearance.

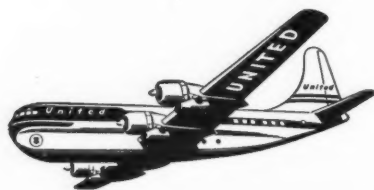
### Enrollments in California

Every three years a census of enrollments in business subjects in the public secondary schools of California is taken by the California State Department of Education, Bureau of Business Education. The most recent count, made in April, 1951, revealed a total of 239,462 enrollments, which represents a 21 per cent increase over the 1948 figure and a 50 per cent increase over 1945. These data covered more than 96 per cent of the public secondary schools of California.

In 1951, more than 100,000 enrollments in courses in typewriting were reported. This far outnumbers those in the other business subjects. A similar situation was noted in the two previous surveys. The second largest subject group, in terms of enrollments, was the bookkeeping-accounting group, which had a total registration of nearly 30,000 for the school year 1950-51. In third place was the shorthand group, with enrollments of over 21,000 students.

### Lyons Takes Post

William J. Lyons, former director of personnel, has been appointed secretary to the board of education and assistant to the superintendent of San Diego city schools. He succeeds Dr. Charles J. Falk, who resigned last spring to become professor of education at Occidental College, Los Angeles.



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## TEN THOUSAND TEACHERS CAN'T BE WRONG

Howard Nordstrom, Fresno

Chairman of the CTA Insurance Committee

On or shortly after January 1, 1953, ten thousand California teachers will be enrolled in the CTA Automobile Insurance Plan. This means that five thousand teachers per year have enrolled since the plan was officially adopted by the State Council of Education in December 1950.

### How the Plan Works

The CTA Automobile Insurance Plan is based on the established fact that teachers are better-than-average drivers, and consequently should not be expected to pay for the careless driving of other groups. A preliminary survey furnished undeniable evidence that most teachers are good drivers. It was thus possible to grant an initial 15 per cent discount, or deviation, from standard automobile insurance rates. Separate records are kept by the company (California Casualty Indemnity Exchange) of the loss ratio under the CTA Plan. At the end of the policy year a dividend is credited to CTA members based on our own loss ratio. As the volume of CTA business increases, the loss ratio tends also to improve. The dividend for the first quarter of the current year will be 25 per cent. It is expected that the loss ratio will decrease as time goes on and that dividends of 30 per cent or better will be paid. It was anticipated that the CTA Plan would save members up to 40 per cent of their automobile insurance costs, and that time is rapidly approaching.

### CTA Blue Cross Health Plan Shows Rapid Growth

The Insurance Committee is pleased to report that the CTA Blue Cross Health Plan has met with wide and enthusiastic acceptance by local and county teacher and administrative groups. Although it has been in existence less than two years, the Health Plan has enrolled approximately 20,000 persons as of December 31, 1952. The Plan provides liberal hospital, medical, and surgical benefits for those enrolled. Hospital and surgical benefits are available also for dependents. The Insurance Committee feels that the CTA Blue Cross Health Plan is a good one in that it provides coverage for most of the costs of health needs. The CTA Blue Cross Health Plan is available to CTA chapters and their members.

### Comprehensive Personal Liability Insurance Now Available

A survey conducted by the Insurance Committee early in 1952 revealed, among other things, that there was an expressed desire that CTA add to its insurance program a comprehensive personal liability coverage for teachers. On-the-job liability insurance at low

cost has been available for the past several years through the Southern Section CTA and Bay Section CTA offices. The new State CTA sponsored comprehensive liability insurance covers both on-the-job and off-the-job risks—a 24 hour per day coverage. The new policy is underwritten by the California Casualty Indemnity Exchange and is available only as a rider to the CTA Automobile Insurance Plan.

## New Horizons in Teaching

Hoping this will be interesting and helpful to you

### Concerning

### LITTLE BEGINNERS

### AND THEIR READING



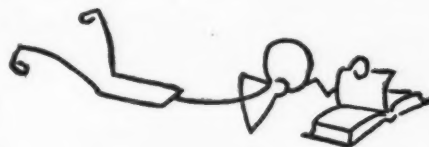
Here's an inexpensive booklet in keeping with modern primary teaching. It shows parents how easy it is to give home help to youngsters learning to read.

The name of this booklet is "Ways You Can Help Your Child with Reading". Although directed to mothers and fathers, it is proving to be very popular with teachers because it actually helps them with their job.

The author, Sally L. Casey, is an educator in the primary school field. Her suggestions are based upon practical experience and also upon many helpful recommendations from Dr. Robert Reichart,

Professor of Education, Oregon State College, and Supt. I. R. Halseth, Albany, Oregon schools.

The many subjects are discussed in a clear-cut, vigorous style which makes them easy to follow and does much to enlist the aid of parents. There are hints for Mother and Father and for brothers and sisters. There are some do's and don'ts and a list of books which children in the first, second and third grades enjoy.



If further interested—Booklet, **WAYS YOU CAN HELP YOUR CHILD WITH READING**, is 27 pages; 9" x 6 1/2"; 10¢ postpaid. Write to ROW, PETERSON AND COMPANY, 1911 Ridge Ave., Evanston, Illinois.

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### EXCHANGE POSITION WANTED

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## Student Welfare Is Program of Parent-Teacher

THE "every-day" work of the California Congress, carried out through its local associations, is student welfare. Probably no other organization does so much in every field of welfare, with so much know-how gained through years of experience. It is the prime responsibility of PTA to encourage maximum participation for the child in all phases of his life, by filling in areas which for one reason or another (financial, home situation, etc.) a lack can affect his adjustment to life.

PTA does not attempt to assume the responsibilities of any other organization, but encourages its members to learn of services existing under federal, state, county and city agencies, and to know what services are available by local service clubs and volunteer groups. With these we encourage cooperation and have contributed much in volunteer service, in programs sponsored by Red Cross, Community Chest, tuberculosis mobile units, infantile paralysis, all youth organizations.

In 1951-52 Parent-Teacher Associations expended nearly \$300,000 on welfare service. We do not have space to detail the varied kinds of service rendered through student welfare channels, but wish to mention those most commonly reported.

Hot lunch and milk program—PTA has always been concerned that all children have an adequate lunch at noon, and this program provides many lunches for children unable to buy them, or milk to supplement the lunch they have. PTAs and Councils in metropolitan areas also pay for home-delivered milk. Just for a child to have a lunch is not sufficient, and PTAs are constantly concerned about the lunch content and cost. Many more children will need help because their parents cannot afford extra pennies for recent cost increases.

Clothes Closet: this is a plan in which used clothing is collected, renewed and offered either free or at nominal charge. In some areas PTA groups meet together and make clothes. All work is carried out by PTA, including volunteers to staff the "Clothing Room." In one of our largest districts, in 1951-52,



Now you, too, can start SQUARE DANCING in your school.

Teachers who don't know the first thing about square dancing can use this set of 14 records which begins with the basic instructions for all square dances, works through details of each dance, and winds up with ORCHESTRA MUSIC and CALLS. A full year's work.

Made by a TEACHER . . . are being used by schools, lodges, etc., in 45 states, Canada and Alaska. They have received national recognition. This is the set of records that was demonstrated at Stanford University during the summer quarter. This is an example of what users think of the records:

"Your records are excellent. My group learned the first dance during only one physical education period and LOVED doing it" . . . Patricia Murphy, Principal, Canal School, Gustine, Calif.

Shipped postpaid and insured. \$12.50 per album (2 albums, 7 twelve-inch records each. 78 rpm).



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more than 19,000 articles of clothing were distributed; in one of the smaller, 14,000. Shoes are another major item, especially as used shoes are not as easily distributed as used clothing, and new ones are expensive. In 10th District (L.A.) last year, the local PTAs purchased 225 pairs of new shoes.

**Health needs:** in this category we find PTAs financing glasses, dental work, hearing aids, tonsillectomies, learning of Braille, crutches, toothbrushes, vitamins, even haircuts and kleenex!

**Student aid:** this program is used more in junior and senior high schools, with the idea of giving a student temporary assistance from a fund—often a revolving fund—administered by selected faculty members and Parent-Teacher people. It is accessible to any student for a purpose approved by the committee. This committee may also be asked to find part-time work.

One Association reported purchase of art materials for ill child; another, help for a class of blind children. To finance this multitudinous welfare means hard work, since little is budgeted. PTAs must have cake and food sales, carnivals, paper drives, and rummage sales.

Student welfare is the least publicized work of our Congress, the most taken-for-granted. It is the accumulation of deeds done day after day by PTAs to improve the welfare of all students. It is, indeed, the every-day life of the California Congress.

Mrs. J. E. Manley  
Student Welfare Chairman

### SEVEN MORE CHARTERS

Local associations continue to qualify for CTA charters. The following have been granted during November and December:

- 313 Sylvan District Teachers Association, Citrus Heights, Sacramento County.
- 314 Bloomfield Elementary School District Employees Organization, Artesia, Los Angeles County.
- 315 Coronado Teachers Association, Coronado, San Diego County.
- 316 Costa Mesa Teachers Association, Costa Mesa, Orange County.
- 317 Little Lake Teachers Association, Santa Fe Springs, Los Angeles County.
- 318 Elementary Teachers Association of Clovis Union High School District, Clovis, Fresno County.
- 319 Delta Teachers Association, Sacramento County.

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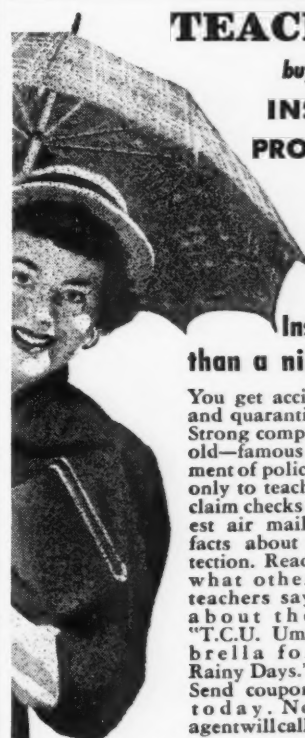
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# Buy or Be Flunked?

CAN teachers selling encyclopedias or other books use grades as a weapon to force purchase by their pupils' parents?

Henry C. MacArthur, who operates the Capital News Service from Sacramento, says "yes."

In a column dealing with state employees who compete with private industry by holding spare time employment, MacArthur concluded with this paragraph:

"This pattern is followed by many teachers in the state, many of whom are out selling books, encyclopedias, and other gimmicks to entice the parents of their students. Here, it can be a question of buy or see the grades of your children go down, although the teachers who sell these books wouldn't admit this is their practice."

In discussing this paragraph, the State Ethics Commission pointed out that not only is such a coercive practice unethical, but any effort by any teacher to sell books or other educational materials to parents of their own pupils is a violation of the Code of Ethics for California Teachers.

Point I-10 in the Application of Principles states that "To meet the responsibility to pupils, the teacher accepts no remuneration directly or indirectly for tutoring OR EQUIPPING members of his own classes."

Since this charge has been made, the Commission repeats its warning to any teachers who engage in such sales activities that parents of their own pupils should never be considered as prospects or potential clients. Even though a teacher who would exploit grades as a coercive device would be a rare exception, the Capital News Service column demonstrates the danger involved if any contact is made to sell to parents of the teacher-salesman's classes.

## CSTA CHANGES NAME

An important step was taken by the CSTA Executive Council at its Los Angeles meeting on December 5, when the Council gave approval to the presentation of an amendment to the by-laws, to change the name of the organization from California Student Teachers Association to Student California Teachers Association. This by-law amendment will be voted on finally at the annual meeting in April.

Committee reports were adopted, including material for a chapter handbook on recruitment of new teacher trainees, and a chapter public relations handbook.

Huber Smutz, Los Angeles State, vice-president, acted as presiding officer and assumes the presidency due to the resignation of Virginia Andrews, who gave up the position because of ill health. Edwin Jones was inducted as secretary, to replace Patricia Wynne.



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## NEA PRESIDENT WILL VISIT CALIFORNIA

Mrs. Sarah Caldwell of Akron, Ohio, president of National Education Association, will visit California January 11 to 14.

The speaking schedule of the charming leader will be:

Reception at Sacramento, 3 to 5 p.m., January 11.

Dinner at the Elks Club in Marysville, 7 p.m., January 12.

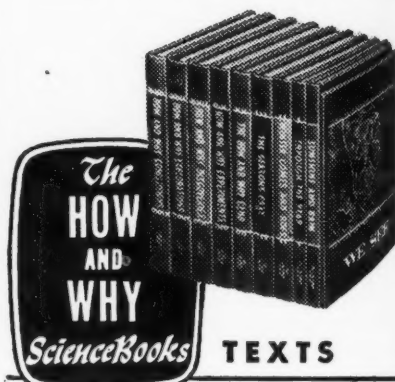
Dinner at Bakersfield, 6:30 p.m., January 13.

Meeting at Hollywood high school, Los Angeles, 7:30 p.m., January 14.

Reception at Long Beach, 3:30 p.m., January 15.

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HOW AND WHY EXPLORATIONS	7
HOW AND WHY CONCLUSIONS	8

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## NEW BOOKS AND AUDIO-VISUAL AIDS

**WESTINGHOUSE TEACHING AIDS CATALOGUE**, 1952-53, describes 84 free or low-cost booklets, charts, posters, and other audio-visual aids available to junior and senior high schools on subjects including science, social studies, agriculture, home economics, industrial arts, photography, audio-visual aids, lighting the school plant, home lighting, technical publications, and Westinghouse scholarships available to students and teachers. Copies may be obtained from School Service Department, Westinghouse Electric Corporation, P.O. Box 2278, Pittsburgh 30, Pennsylvania.

**ENGLISH AT WORK** Series, Course 1 and 2, are for the 9th and 10th grades. Each of the first 14 chapters of these books is divided into three parts: Writing Your Ideas, designed to set the student thinking and writing; Speaking Your Ideas, offers him socialized speech situations; Aids to Communication, a step-by-step study of grammar and usage. With this arrangement, the teacher may follow the method

of the book or teach composition by itself, speech by itself, or grammar by itself. The remaining six chapters of each book are devoted to dictionary study, usage, punctuation, reading comprehension, the library, and a handbook of grammar. By Bryant, Howe, Jenkins, and Munn; approximately 525 pages each; illustrated; Charles Scribner's Sons, 55 New Montgomery Street, San Francisco 5.

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(Continued from Page 31)

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tical, everyday situations. By Philip Burham; 490 pages; illustrated; \$2.60; published by Scott, Foresman and Company with California offices at 560 Mission Street, San Francisco 5.

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## FILMS

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**Courtesy for Beginners** (16mm sound, black-and-white, color also): First lessons in consideration for other people are shown as boys and girls at school play host and guest roles. The naturalness of the school situation brings the firm's lesson into any classroom with convincing acceptance to nine-year-olds and younger beginners in social practice. Coronet Films, 65 East South Water Street, Chicago 1, Illinois.

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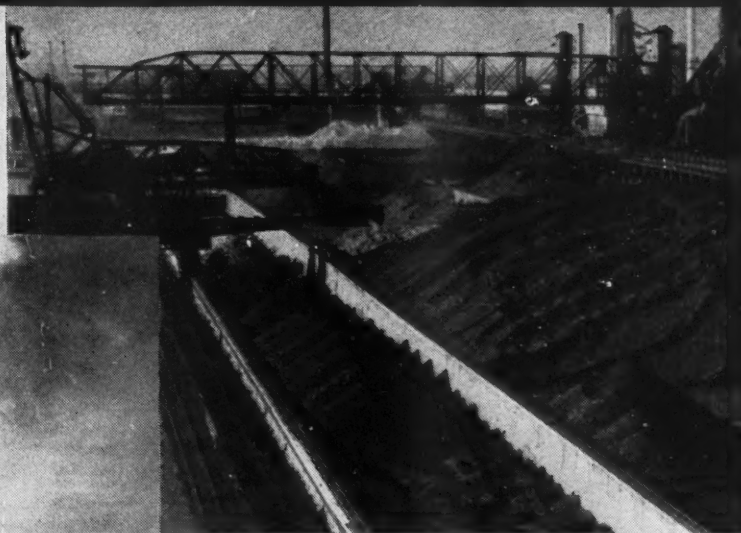
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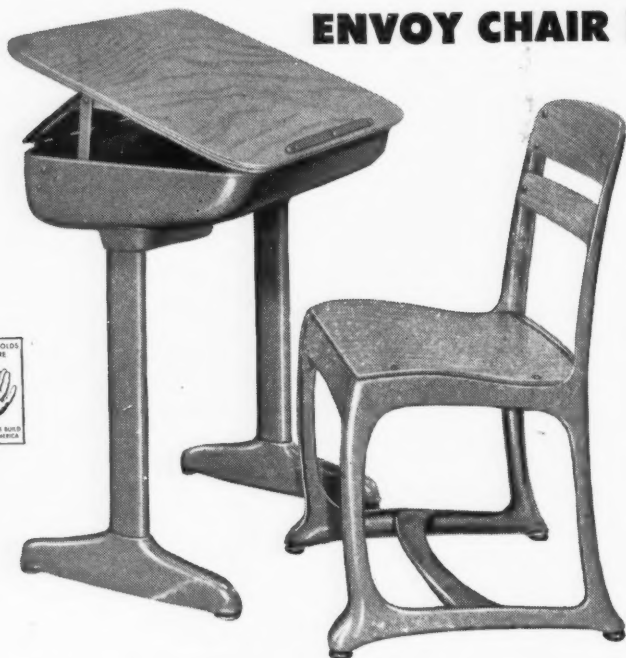
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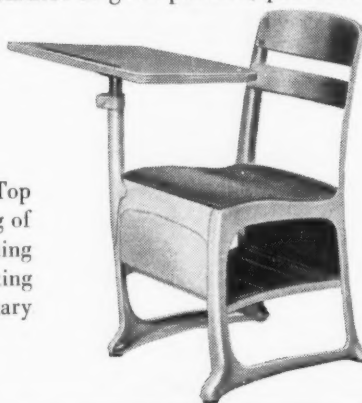
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